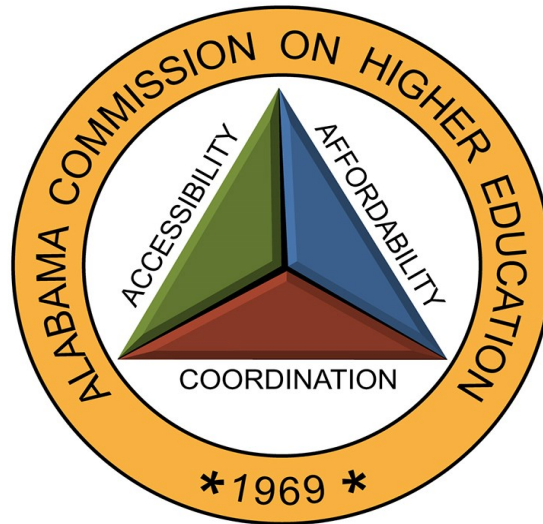


Alabama Commission on Higher Education
RSA Union Building, 100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
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Website: www.ache.alabama.gov

COMMISSION MEETING

Public Service Commission Hearing Room
RSA Union Building, 9th Floor
100 North Union Street
Montgomery, Alabama 36104



September 9, 2016
10:00 a.m.

Alabama Commission on Higher Education

2016-17 Committee Structure

Executive Committee

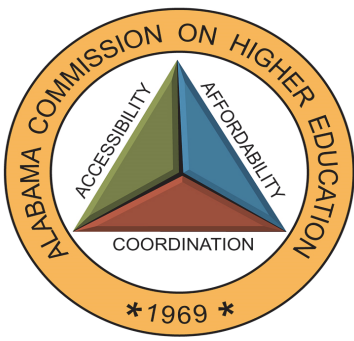
Charles Ball, Chairman
Randle McKinney, Vice-Chairman
Charles E. Sanders
William R. Jones, Jr.

Instructional Affairs Committee

Charles E. Sanders, Chairman
Karen Calametti
Stan R. Pylant
Miranda Bouldin Frost

Finance Committee

William R. Jones, Jr., Chairman
Charles Buntin
Darius Foster
Patricia McGriff
Timothy Gyan



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

RSA Union Building, 9th Floor
Public Service Commission Hearing Room

September 9, 2016

10:00 a.m.

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X. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

June 10, 2016

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, June 10, 2016 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Ball called the meeting to order at 10:00 a.m.

Commissioner Ball welcomed presidents, institutional representatives, and guests. He then commended the University of Montevallo, its educators, and students for being recognized by the U.S. Department of Education as one of only 11 national postsecondary institutions to be named a 2016 "Green Ribbon School" honoree. These honorees made significant improvements in managing energy use; encouraging recycling on campus; and implementing a host of health and well-being programs.

II. Roll Call of Members and Determination of Quorum

Members present: Charles Ball, Charles Sanders, Karen Calametti, Randle McKinney, Miranda Bouldin Frost, William Jones, Darius Foster, Patricia McGriff, Stan Pylant, and Timothy Gyan. Members absent: Charles Buntin and Larry Hughes. A quorum was determined by roll call of members present.

III. Approval of Agenda

RESOLVED: Commissioner Jones moved for approval of the agenda. Commissioner Pylant seconded. Motion carried. The agenda was approved.

IV. Consideration of Minutes of March 11, 2016

RESOLVED: Commissioner Calametti moved for approval of the March 11, 2016 minutes with the correction of changing "Steve Pylant" to Stan Pylant. Commissioner Pylant seconded. Motion carried. The minutes were approved with one correction.

V. Chairman's Report

No report.

VI. Executive Director's Report

No report.

VII. Nominating Committee Report and Election of Officers

On behalf of the Nominating Committee, Commissioner Jones recommended that Commissioner Charles Ball serve as Chair and Commissioner Randle McKinney serve as Vice-Chair.

RESOLVED: Commissioner Jones moved to accept the Nominating Committee's recommendation. Commissioner Sanders seconded. The Nominating Committee's recommendation was accepted.

VIII. Decision Items

A. Amendments to the Administrative Procedures for the Police Officer's and Firefighter's Survivors Educational Assistance Program

Ms. Margaret Gunter presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Pylant seconded. Motion passed.

B. Academic Programs

1. University of Alabama, University of Alabama at Birmingham, and the University of Alabama In Huntsville, Dissolution of the Joint Doctor of Nursing Practice [DNP] (CIP 51.3818)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Frost moved that the Commission accept the staff recommendation for approval. Commissioner Sanders seconded. Motion carried.

2. University of Alabama, Doctor of Nursing Practice (CIP 51.3818)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Commissioner Gyan seconded. Motion carried.

3. University of Alabama at Birmingham, Doctor of Nursing Practice (CIP 51.3818)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner McGriff seconded. Motion

carried.

4. University of Alabama in Huntsville, Doctor of Nursing Practice (CIP 51.3818)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Commissioner Frost seconded. Motion carried.

5. Jacksonville State University, Doctor of Nursing Practice (CIP 51.3818)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Jones moved that the Commission accept the staff recommendation for approval. Commissioner McGriff seconded. Motion carried.

6. University of Alabama at Birmingham, Master of Social Work in Clinical/Medical Social Work (CIP 51.1503)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Jones seconded. Motion carried.

7. Athens State University, Master of Education in Career and Technical Education (CIP 13.1319)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Commissioner McKinney seconded. Motion carried.

8. Auburn University at Montgomery, Master of Science in Applied Economics (CIP 45.0602)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Jones moved that the Commission accept the staff recommendation for approval. Commissioner Calametti seconded. Motion carried.

9. Auburn University at Montgomery, Bachelor of Science in Business Administration in Entrepreneurship (CIP 52.0701)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Foster moved that the Commission accept the staff recommendation for approval. Commissioner Frost seconded. Motion carried.

10. Northeast Alabama Community College, Associate in Applied Science and Certificate in Air Conditioning and Refrigeration (CIP 47.0201)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Jones seconded. Motion carried.

11. University of West Alabama, Bachelor of Arts/Bachelor of Science in Public Safety (CIP 43.9999)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Commissioner Calametti seconded. Motion carried.

12. University of Alabama at Birmingham, Bachelor of Science in Human Resources Management (CIP 52.1001)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Gyan seconded. Motion carried.

13. University of Alabama at Birmingham, Bachelor of Arts in Computer and Information Sciences (CIP 11.0101)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Commissioner Gyan seconded. Motion carried.

14. University of Alabama at Birmingham, Bachelor of Science in Immunology (CIP 26.0507)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Frost seconded. Motion carried.

15. Athens State University, Bachelor of Science in Information Technology (CIP 11.0103)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Frost moved that the Commission accept the staff recommendation for approval. Commissioner Pylant seconded. Motion carried.

16. Athens State University, Bachelor of Science in Education in Educational Studies (CIP 13.9999)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner McGriff moved that the Commission accept the staff recommendation for approval. Commissioner Frost seconded. Motion carried.

C. Extensions/Alterations of Existing Programs and Units of Instruction

1. University of West Alabama, Addition of Three Emphasis in Sports Management, Exercise Science, and Athletic Training to the Existing MEd/MAT in Physical Education (CIP 13.1314)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Gyan seconded. Motion carried.

2. University of South Alabama, Addition of a Concentration in Real Estate to the Existing BS in Economics and Finance (CIP 52.0801)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Sanders moved that the Commission accept the staff recommendation for approval. Commissioner McGriff seconded. Motion carried.

3. Troy University, Addition of a Concentration in Talent Development and Training to the Existing MSM in Management (CIP 52.0201)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Commissioner Foster seconded. Motion carried.

4. Jacksonville State University, Addition of a Concentration in Entrepreneurship to the Existing BS in Management (CIP 52.0201)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Foster moved that the Commission accept the staff recommendation for approval. Commissioner McGriff seconded. Motion carried.

5. Calhoun Community College, Addition of an Option in Industrial Energy Specialist to the Existing AAS in Advanced Manufacturing Technology (CIP 15.0613)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Jones seconded. Motion carried.

6. University of South Alabama, Addition of Concentrations in Pre-Professional and Health and Fitness to the Existing BS in Physical Education (CIP 13.1314)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Gyan seconded. Motion carried.

7. Auburn University, Alteration of the PhD and MS in Biomedical Sciences (CIP 51.2501)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Jones moved that the Commission accept the staff recommendation for approval. Commissioner Pylant seconded. Motion carried.

8. Auburn University, Alteration of the DVM in Veterinary Medicine (CIP 26.0102) in Order to Rescind a March 11, 2016 Action of the Commission

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Jones moved that the Commission accept the staff recommendation for approval. Commissioner Foster seconded. Motion carried.

9. Auburn University at Montgomery and Auburn University, Addition of Options in Nursing Informatics and Health Systems Leader to the Existing Joint MSN in Nursing (CIP 51.3801)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Sanders moved that the Commission accept the staff recommendation for approval. Commissioner Calametti seconded. Motion carried.

10. University of Alabama, Addition of a Specialization in Archival Studies to the Existing MLIS in Library & Information Studies (CIP 25.0101)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Pylant moved that the Commission accept the staff recommendation for approval. Commissioner Foster seconded. Motion carried.

11. University of Alabama at Birmingham, Addition of Information Engineering, Integrated Systems, and Advanced Safety Engineering Program Tracks to the Existing PhD in Interdisciplinary Engineering (CIP 14.9999)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Calametti moved that the Commission accept the staff recommendation for approval. Commissioner Gyan seconded. Motion carried.

D. New Off-Campus Programs

1. University of Montevallo, New Off-Campus Program: Master of Business Administration in Business Administration at UM Regional In-Service Center (CIP 52.0201)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Sanders moved that the Commission accept the staff recommendation for approval. Commissioner Frost seconded. Motion carried.

E. Request of Amend Post-Implementation Conditions

1. Drake State Community and Technical College, Associate in Applied Technology and Certificate in Medical Assisting Technology (CIP 51.0801)

Dr. Lenny Lock presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Foster moved that the Commission accept the staff recommendation for approval. Commissioner Frost seconded. Motion carried.

IX. Information Items

RESOLVED: Commissioner Jones moved that the Commission accept Information Items 1 through 16. Commissioner Gyan seconded. Motion carried.

1. Jacksonville State University, Establishment of the Center for Manufacturing Support (CMS)
2. University of South Alabama, Change in the Name of the Department of Health, Physical Education and Leisure Studies to the Department of Health, Kinesiology and Sport
3. University of Alabama at Birmingham, Establishment of the Division of Congenital Cardiac Anesthesiology in the Department of Anesthesiology and Perioperative Medicine at the University of Alabama School of Medicine
4. University of Alabama at Birmingham, Change in the Name of the Division of Critical Care and Perioperative Medicine to the Division of Critical Care Medicine in the Department of Anesthesiology and Perioperative Medicine at the University of Alabama School of Medicine
5. University of Alabama at Birmingham, Change in the Name of the Comprehensive Stroke Research Center to the Comprehensive Neurovascular and Stroke Center
6. University of Alabama at Birmingham, Establishment of the James and John Kirkland Institute for Research in Surgical Outcomes
7. Shelton State Community College, New Exempt Off-Campus Site: Tuscaloosa Career & Technology Academy, Tuscaloosa, Alabama
8. Northeast Alabama Community College, New Exempt Off-Campus Site: Fort Payne High School, Fort Payne, Alabama

9. Snead State Community College, New Exempt Off-Campus Site: Marshall Technical School, Guntersville, Alabama
10. Alabama A&M University, Establishment of the Center for Academic Excellence in Geospatial Sciences
11. Implementation of Approved Programs
12. Summary of Post Implementation Reports
13. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
14. Changes to the Academic Program Inventory
15. Implementation of Non-Degree Programs at Senior Institutions
16. Implementation of a Distance Education Program

X. Adjournment

The meeting was adjourned at 11:00 a.m. The next meeting of the Commission is scheduled for September 9, 2016.

Charles Ball, Vice-Chairman

Sworn to and subscribed before
me this the ____ day of _____
2016.

Gregory G. Fitch, Executive Director

Notary Public

DISCUSSION ITEM A: Statewide Strategic Plan, 2017-2021

Staff Presenter: Dr. Gregory G. Fitch
Executive Director

Background: (1) Mission of ACHE

The Alabama Commission on Higher Education, a statewide 12-member lay board appointed by the Governor, Lieutenant Governor, and Speaker of the House and confirmed by the Senate, is the state agency responsible for the overall statewide planning and coordination of higher education in Alabama, the administration of various student aid programs, and the performance of designated regulatory functions. The Commission seeks to provide reasonable access to quality collegiate and university education for the citizens of Alabama. In meeting this commitment, the Commission facilitates informed decision making and policy formulation regarding wise stewardship of resources in response to the needs of students and the goals of institutions. The agency also provides a state-level framework for institutions to respond cooperatively and individually to the needs of the citizens of the State.

(2) Statutory Authority

The Commission is responsible for statewide long-range planning for postsecondary education. The plans that result from this process include statewide objectives and priorities and are intended to be derived from the *continuous* study, analysis and evaluation of Alabama higher education. Ala. Code §16-5-6 (1975).

(3) History of Plan

- (a) Institutional Presentations, 2003-2008
- (b) Statewide Presentation, (2008), 2009-2014
- (c) Status Report, December, 2015
- (d) New Plan

Supporting Documentation: To be distributed at meeting.

DISCUSSION ITEM B: Alabama Experimental Program to Stimulate Competitive Research (ALEPSCoR) State Science and Technology Roadmap (AESSTR)

Staff Presenter: Dr. Elizabeth C. French
Director of Institutional Effectiveness and Planning

Staff Recommendation: For discussion only.

In consultation with the Alabama Department of Commerce, the Economic Development Partnership of Alabama, and with input from research oriented companies such as Southern Research and the Hudson Alpha Institute for Biotechnology, research leaders of Alabama's seven Ph.D. granting institutions developed AESSTR, a science and technology (S&T) roadmap designed to complement the objectives of Alabama's economic development strategic plan, *Accelerate Alabama*.

The intended outcome of this S&T roadmap is fourfold: 1) To identify current technology expertise and planned focus areas in science and technology across Alabama's universities and institutes; 2) To map this expertise to potential industry sectors; 3) To make recommendations for enhancing and expanding Alabama's infrastructure; and 4) To ensure Alabama is nationally and internationally competitive by identifying resources needed to complement the objectives of *Accelerate Alabama*.

Background: *Accelerate Alabama* is a strategic plan that provides direction for the State's economic development efforts in the areas of recruitment, retention, and renewal. This plan was authored by members of the Alabama Economic Development Alliance created by Executive Order of Governor Robert Bentley in 2011 and chaired by the Alabama Secretary of Commerce.

The Alabama EPSCoR Steering Committee (AESC) is responsible for fiscal and programmatic aspects of the ALEPSCoR operations. Members include representatives from the Alabama Commission on Higher Education (ACHE) and the seven research institutions: Alabama A&M, Auburn University, Tuskegee University, University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville and University of South Alabama.

Supporting Documentation: Alabama EPSCoR State Science & Technology Roadmap (AESSTR). To be distributed.

DISCUSSION ITEM C: Evaluation Report: Articulation and General Studies
Committee (AGSC & STARS) 2016

Staff Presenter: Dr. Elizabeth C. French
Director of Institutional Effectiveness and Planning

Staff Recommendation: For discussion only.

June 2016 marked the completion of the twenty-second year of the AGSC and the eighteenth year of STARS as the statewide information system for facilitating the transfer of academic credit among public institutions of higher education in Alabama. The last external evaluation was conducted in 2002 under the direction of W. Donald Trump, Associate Executive Director of SACS, Commission on Colleges and the first Chair of the AGSC (1994-1995). The Education Policy Center of the University of Alabama under the direction of Stephen G. Katsinas was engaged to conduct the current study.

Background: The AGSC was established by Act 94-202 in March 1994. The primary goals of the legislation were: 1) To provide for a uniform articulation agreement among all institutions of higher education as well as a statewide general studies curriculum; 2) To provide for the computation of grade point averages of certain transferred students; 3) To specify that the Act would not impede the objectives of historically black institutions; 4) To provide for implementation conditioned on the participation of certain institutions; and 5) To specify certain reporting requirements. This legislation called for the Committee to:

- 1) Develop no later than September 1, 1998, a statewide freshman and sophomore-level general studies curriculum to be taken at all public colleges and universities;
- 2) Develop and adopt by September 1, 1999, a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama;
- 3) Examine the need for a uniform course numbering system, course titles, and course descriptions; and
- 4) Resolve problems in the administration or interpretation of the articulation agreement of the general studies curriculum.

Membership of the AGSC is established by statute. Officers for 2016-2017 are: Dr. Suzanne Ozment, Provost and Vice-President for Academic Affairs – University of Montevallo who succeeded Dr. Bruce Crawford, Vice President for Instructional Services – Lawson State Community College. Dr. Herbert H. J. Riedel, President of Lurleen B. Wallace Community College is Vice-Chair. The Executive Director of the Commission serves as an ex-officio member of the Committee. Dr. Keith Sessions, AGSC/STARS Executive Director (Troy State University) is responsible for the management, administration, and implementation of the articulation program.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 9, 2016

Supporting Documentation:

Executive Summary of the Evaluation Report: Articulation
and General Studies Committee (AGSC & STARS) 2016 to
be distributed.

DECISION ITEM A: Fiscal Year 2016-17 Operations Plan

EXECUTIVE SUMMARY

Reason for Action: The Executive Budget Office requires that each agency submit a spending plan for each fiscal year. This plan, which was due to the Executive Budget Office on July 29, 2016, was submitted in draft form pending approval of the Commission.

Summary: In Fiscal Year 2016-17, the Commission's total budget will be \$26,121,192.00. This is an increase of \$2,846,946.00 from FY 2015-16's original budget of \$23,274,246.00

DECISION ITEM A: Fiscal Year 2016-17 Operations Plan

Staff Presenter: Mrs. Veronica M. Harris
Director of Agency Fiscal Services & Accounting

Staff Recommendation: That the Commission approve the Fiscal Year 2016-17 Operating Plan.

Background: The purpose of the Operations Plan is to ensure that the objectives of the Legislature's FY 2017 appropriations are satisfied. Each agency is required to submit a plan for each budget unit showing expenditures for each quarter of the fiscal year. This plan, which was due to the Executive Budget Office on July 29, 2016, was submitted in draft form pending approval of the Commission.

In Fiscal Year 2016-17, the Commission's total budget will be \$26,121,192. This is a **\$2,846,946** increase from FY 2015-16 budget of \$23,274,246. We have one new program, which is the State of Alabama Humanities Foundation. This program has an appropriation of \$330,000.00. However, the Humanities Foundation's School & University Partnership for Education Renewal Program (SUPER) did not receive an appropriation for FY 17. The programs listed below received the following decreases/increases in the FY 2016-17 budgets:

Non Resident Institutions (NRI)	\$	39,000
SARA-Reciprocity		200,000
Alabama Student Grant Program		1,000,000
Articulation System		200,000
School & University Partnership		(40,276)
Resource Conservation & Development		400,000
Soil and Water Conservation		400,000
Adaptive and Disability Sports		(150,000)
Motorsports Hall of Fame		50,000
AL Student Assistance Program		200,000
AL National Guard		40,855
Forestry Foundation Black Belt		25,000
Black Belt Treasures		50,000
Alabama Humanities Foundation		330,000
Policemen's Firefighters Survivors Tuition		102,367

Total **\$ 2,846,946**

As for sources of revenue, in the coming fiscal year, approximately 91.0% of the Commission's funds come from the state's Education Trust Fund, 7.0% from the federal government, and 2% from local funds. In FY 2016-17, approximately 83.0% of the Commission's budget will be directed toward Grants and Benefits. The operations portion of the budget represents approximately 17.0% of the total funds available.

Supporting Documentation: 1. EBO Form 8. Agency Summary. Attached.
2. FY 2016-17 Operations Plan. Entire Document. Available upon request.

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, September 9, 2016

EBO FORM NO. 8
 REVISION NO.:
 DATE:

OPERATIONS PLAN
 FISCAL YEAR 2016-2017

AGENCY NO. 319

AGENCY NAME: ALABAMA COMMISSION ON HIGHER EDUCATION

APPROPRIATION UNIT NAME: AGENCY SUMMARY APPROPRIATION UNIT NO.: 152, 153,
 172, 189, 151

ACTIVITY NAME: ALL ACTIVITIES ACTIVITY NO.: ALL

BUDGET ORG. NAME: BUDGET ORG NO.:

OBJECTIVE	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
NUMBER OF EMPLOYEES:	28	29	30	30	XXXXXXXXXX

CODE NO.	EXPENDITURES BY MAJOR OBJECT:	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
01	PERSONNEL COSTS	821,190	600,613	599,113	498,398	2,517,312
02	EMPLOYEE BENEFITS	228,273	190,542	190,686	177,117	784,617
03	TRAVEL-IN-STATE	8,808	8,900	8,375	7,800	31,683
04	TRAVEL-OUT-OF-STATE	12,800	4,000	4,750	7,500	28,850
05	REPAIRS AND MAINTENANCE	1,100	1,100	1,100	1,100	4,400
06	RENTALS & LEASES	115,650	106,525	106,400	113,900	442,475
07	UTILITIES & COMMUNICATIONS	14,025	13,056	14,475	15,525	57,081
08	PROFESSIONAL SERVICES	159,677	69,826	59,275	92,725	381,503
09	SUPPLIES & OPERATIONS	87,202	53,434	55,384	57,474	253,474
10	TRANSPORTATION EXPENSES	1,300	2,000	2,000	3,000	8,300
11	GRANTS, BENEFITS & CLAIMS	6,510,353	4,980,409	4,990,688	5,008,717	21,500,347
12	CAPITAL OUTLAY					
13	TRANSPORTATION PURCHASES					
14	OTHER EQUIPMENT PURCHASES	10,500	12,500	18,500	69,650	111,150
15	DEBT SERVICE					
16	NON-EXPENDITURE DISB.					
	TOTAL EXPENDITURES	7,988,478	6,050,905	6,050,905	6,050,904	26,121,192

SOURCE OF FUNDS	FUND NO.	FUND NAME	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
	403	FUNDS BROUGHT FWD(FEDERAL)	735,146				735,146
	754	FUNDS BROUGHT FWD (TSPAT)					
	200	ETF	6,191,228	5,944,655	5,944,655	5,944,654	24,025,192
	403	FEDERAL AND LOCAL	1,042,104	106,250	106,250	106,250	1,360,854
	458	AGSLP					
	1160	FUNDS BROUGHT FWD(MONITOR)					
	778	SALS					
	200	COLA SALARY INCREASE					
	1170	AL STUDENT ASSISTANCE KNIGHT					

TOTAL SOURCE OF FUNDS	7,988,478	6,050,905	6,050,905	6,050,904	26,121,192
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EBO USE ONLY

DATE: APPROVED: 

A: DATE: 27 July 2016

DECISION ITEM B: Approval of 2017 Meeting Schedule

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the proposed meeting schedule for 2017.

Proposed Meeting Schedule for 2017

March 10, 2017
June 9, 2017
September 8, 2017
December 8, 2017

Background: The proposed schedule was developed with the following considerations:

1. The statute requires the Commission to meet at least once every three months.
2. A meeting is necessary in December to adopt the Consolidated Budget Recommendation.
3. The proposed schedule attempts to accommodate state and federal holidays.

Supporting Documentation: None.

DECISION ITEM C-1: Bevill State Community College, Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective/Description: The proposed Salon and Spa Management program has the primary objective of expanding gainful employment opportunities by increasing the knowledge, skills, and licensure possibilities for students pursuing a career within the Salon and Spa industry. The proposed program will offer an Associate degree, or Long-Term Certificate, with specialized training in one of five program options: Barbering, Cosmetology, Esthetics, Instructor, or Nail Technology. Each option will prepare students to achieve state licensure in the relevant Salon and Spa career option.

Role: The proposed program is within the instructional role recognized for Bevill State Community College (BEV).

Mode of Delivery: Due to the nature of the program requiring hands-on, real time instruction, the curriculum does not lend itself to a distance education format.

Similar Programs: The following colleges have Associate in Applied Science and Certificate programs in Salon and Spa Management listed at CIP 12.0412 in the Academic Program Inventory: Calhoun State Community College; Drake State Community and Technical College; Northeast Alabama Community College; Northwest Shoals Community College; Wallace State Community College (Hanceville) and Gadsden State Community College.

Collaboration: According to the application, similar programs are offered by Gadsden State Community College, Northeast Alabama Community College, Northwest Shoals Community College, and Wallace State Community College. While these programs exist, residents in Bevill State Community College's service area cannot benefit from these programs due to extensive travel time to these institutions. As a result, collaboration with other institutions would yield no benefits for the vast majority of students residing within Bevill State's 4,600 square mile service area.

Licensure: Passage of a State of Alabama licensure examination is required for all options. The Alabama Board of Cosmetology and Barbering is the administering body and licensing body for all licensure examinations. For each of the following program options, the following licensure examination is required:

- Barbering Option -Barber Styling Examination
- Cosmetology Option-Cosmetology Examination
- Esthetics Option-Esthetics Examination
- Instructor Option-Instructor Examination
- Nail Technology Option-Nail Technology Examination

Resources: A total of \$0 in estimated new funds will be needed for the program in the first five years, and a total of \$574,170 will be available through tuition. No new funds are needed since BEV has existing long certificates in Barbering and Cosmetology and plan to expand those programs.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The program will have options in Barbering, Cosmetology, Cosmetology Instructor Training, Esthetics, and Nail Technology.
2. BEV received several letters of support from local businesses supporting the proposed Salon and Spa Management program.

DECISION ITEM C-1: Bevill State Community College, Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Salon and Spa Management.

The program will have the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 16, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bevill State Community College (BEV) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Bevill State Community College proposal, dated June 10, 2016. Available upon request.

4. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Bevill State Community College

PROGRAM Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	0
TUITION	\$88,500	\$103,155	\$113,625	\$128,940	\$139,950	\$574,170
TOTAL	\$88,500	\$103,155	\$113,625	\$128,940	\$139,950	\$574,170

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	20	23	25	28	30	25
NEW ENROLLMENT HEADCOUNT	10	13	16	20	22	16
DEGREE COMPLETION PROJECTIONS	0	5	8	10	12	9

Attachment 2

**Bevill State Community College
 Associate in Applied Science and Certificate in
 Salon and Spa Management**

Salon and Spa Management -Barbering Option	Credit Hours
General Education Requirements-AAS	19
Field of Study Requirements-AAS	21
Field of Study Electives-AAS	27
Total Credit Hours-AAS	67
General Education Requirements-LTC	13
Field of Study Requirements-LTC	42
Field of Study Electives-LTC	0
Total Credit Hours-LTC	55

Salon and Spa Management -Cosmetology Option	Credit Hours
General Education Requirements-AAS	19
Field of Study Requirements-AAS	33
Field of Study Electives-AAS	15
Total Credit Hours-AAS	67
General Education Requirements-LTC	13
Field of Study Requirements-LTC	42
Field of Study Electives-LTC	0
Total Credit Hours-LTC	55

Salon and Spa Management Esthetics Option	Credit Hours
General Education Requirements-AAS	19
Field of Study Requirements-AAS	45
Field of Study Electives-AAS	0
Total Credit Hours-AAS	64
General Education Requirements-LTC	13
Field of Study Requirements-LTC	39
Field of Study Electives-LTC	0
Total Credit Hours-LTC	52

Salon and Spa Management -Instructor Training Option	Credit Hours
General Education Requirements-AAS	19
Field of Study Requirements-AAS	43
Field of Study Electives-AAS	0
Total Credit Hours-AAS	62
General Education Requirements-LTC	13
Field of Study Requirements-LTC	37
Field of Study Electives-LTC	0
Total Credit Hours-LTC	50

Salon and Spa Management –Nail Technology Option	Credit Hours
General Education Requirements-AAS	19
Field of Study Requirements-AAS	21
Field of Study Electives-AAS	24
Total Credit Hours-AAS	64
General Education Requirements-LTC	13
Field of Study Requirements-LTC	39
Field of Study Electives-LTC	0
Total Credit Hours-LTC	55

DECISION ITEM C-2: Gadsden State Community College, Associate in Applied Science and Certificate in Occupational Therapy Assistant (CIP 51.0803)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective/Description: The primary objective of the Associate in Applied Science degree program in Occupational Therapy Assistant (OTA) is to provide learning experiences that enable graduates to obtain the knowledge, skills, abilities, and licensure necessary for gainful employment and/or entrepreneurial pursuits in occupational therapy. To this end the program will accomplish the following:

- Provide opportunities within the program for national certification and state licensure.
- Revise the program as necessary based upon input from the advisory committee to assure continued program relevance.
- Establish a career pathway for students that will provide relevance and employment security in today's workforce.

Role: The proposed program is within the instructional role recognized for Gadsden State Community College (GAD).

Mode of Delivery: According to the proposal, while the hands-on nature of many of the program's courses does not lend themselves to distance education formats, several prerequisite courses will be offered on-line, and in hybrid format.

Similar Programs: Wallace State Community College (Hanceville) has an AAS in Occupational Therapy Assistant at CIP 51.0803 in the Academic Program Inventory.

Collaboration: No collaborative efforts have been reached at this time.

Licensure: National certification for graduates of the proposed program will be available through the National Board for Certification in Occupational Therapy (NBCOT). The Certified Occupational Therapy Assistant (COTA) test is the standardized test taken by all graduates. The national pass rate for the COTA test was 85 percent in 2011. The cost of the exam is \$500 to apply online, \$540 for paper application, \$40 for each score transfer and \$45 for each confirmation notice.

Clinical Sites: Clinical agreements have been established with the following sites: Cherokee Health and Rehab (Centre, AL); Riverview Regional Medical Center (Gadsden, AL); Northeast Alabama Regional Medical Center (Anniston, AL); and Gadsden Regional Medical Center (Gadsden, AL).

Resources: A total of \$919,191 in estimated new funds will be needed for the program in the first five years, and a total of \$1,480,132 will be available through internal reallocation, extramural funds and tuition.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will help meet the needs of the aging population in Alabama. It is predicted that for the 15-year period of 2010 to 2025, the number of Alabamians aged 64 and older will increase by 57.2 percent or 20 percent of the total population.
2. Occupational Therapy Assistants were in the top 20 jobs for Associate Degrees, earning an average hourly salary of \$27.00 an hour.

DECISION ITEM C-2: Gadsden State Community College, Associate in Applied Science and Certificate in Occupational Therapy Assistant (CIP 51.0803)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science and Certificate in Occupational Therapy Assistant.

The program will have the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented August 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 16, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Gadsden State Community College (GAD) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Gadsden State Community College proposal, dated June 10, 2016. Available upon request.

4. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Gadsden State Community College

PROGRAM Associate in Applied Science and Certificate in Occupational Therapy Assistant (CIP 51.0803)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	<u>\$102,923</u>	<u>\$102,923</u>	<u>\$102,923</u>	<u>\$207,864</u>	<u>\$207,864</u>	<u>\$724,497</u>
LIBRARY	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$7,500</u>
PART-TIME FACULTY/STAFF	<u>\$18,134</u>	<u>\$21,588</u>	<u>\$21,588</u>	<u>\$25,042</u>	<u>\$25,042</u>	<u>\$111,394</u>
EQUIPMENT	<u>\$15,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15,500</u>	<u>\$0</u>	<u>\$31,000</u>
ACCREDITATION	<u>\$12,540</u>	<u>\$4,065</u>	<u>\$4,065</u>	<u>\$4,065</u>	<u>\$4,065</u>	<u>\$28,800</u>
OTHER	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$3,000</u>	<u>\$4,000</u>	<u>\$4,000</u>	<u>\$16,000</u>
TOTAL	<u>\$153,097</u>	<u>\$132,576</u>	<u>\$133,076</u>	<u>\$257,971</u>	<u>\$242,471</u>	<u>\$919,191</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	<u>\$253,000</u>	<u>\$131,300</u>	<u>\$131,300</u>	<u>\$131,300</u>	<u>\$131,300</u>	<u>\$778,200</u>
EXTRAMURAL	<u>\$90,000</u>	<u>\$90,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$180,000</u>
TUITION	<u>\$58,208</u>	<u>\$93,568</u>	<u>\$101,184</u>	<u>\$124,172</u>	<u>\$144,840</u>	<u>\$521,972</u>
TOTAL	<u>\$401,208</u>	<u>\$314,868</u>	<u>\$232,484</u>	<u>\$255,472</u>	<u>\$276,140</u>	<u>\$1,480,172</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>20</u>	<u>23</u>	<u>25</u>	<u>28</u>	<u>30</u>	<u>25</u>
NEW ENROLLMENT HEADCOUNT	<u>10</u>	<u>13</u>	<u>16</u>	<u>20</u>	<u>22</u>	<u>16</u>
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>5</u>	<u>8</u>	<u>10</u>	<u>12</u>	<u>9</u>

Attachment 2

**Gadsden State Community College
 Associate in Applied Science and Certificate in
 Occupational Therapy Assistant**

Pre-requisites:

- ORI 101 3 Hrs**
- CIS 146 3 Hrs**
- ENG 101 3 Hrs**
- PSY 200 3 Hrs**
- MTH 100 3 Hrs**
- SPH 106 3 Hrs**
- BIO 201 4 Hrs**
- HIT 110 3 Hrs**

Course	Name	Hours
OTA 210	OT Fundamentals (3T)	3
OTA 211	Practical Anatomy and Kinesiology (2T)	2
OTA 212	Practical Anatomy and Kinesiology (2L)	2
OTA 213	Treatment, Planning, Implementation Part I Theory Pediatrics (3T)	3
OTA 214	Treatment, Planning, Implementation Part I Theory Pediatrics (2L)	2
OTA 215	Psychiatric Environment & Group in OT (2T)	2
OTA 216	Psychiatric Environment & Group in OT (1L)	1
OTA 217	Orientation to Fieldwork (1T)	1
OTA 218	Level I Fieldwork A (1P)	1
OTA 219	Level I Fieldwork B (1P)	1
OTA 220	Documentation for OTA (2T)	2
OTA 221	Medical conditions in OT (3T)	3
OTA 222	Treatment, Planning, & Implementation in Adult Part II (3T)	3
OTA 223	Treatment, Planning, & Implementation in Adult Part II (2L)	2
OTA 224	Occupational Analysis (2T)	2
OTA 225	Occupational Analysis (2L)	2
OTA226	Level II Fieldwork A (4P)	4
OTA 227	Evidence Based Practice (1T)	1
OTA 230	Professional Skills Development (3T)	3
OTA 231	Rehabilitation Management (3T)	3
OTA 232	Splinting (2L)	2
OTA 223	Level II Fieldwork B (4P)	4
OTA 234	OTA Review Seminar (1T)	1

TOTAL 75 SEMESTER HOURS

DECISION ITEM C-3: Auburn University at Montgomery, Bachelor of Fine Arts in Art (CIP 50.0701)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: The proposed degree program is designed to replace the degree currently being earned by students who choose graphic design, photography, and the studio art options of Ceramics, Sculpture, and Painting in the existing B.A. in Fine Arts. The proposed curriculum will not differ from what currently exists and will prepare students for professional careers in the studio arts and graphic design, and for successful application to graduate school. Students seeking the B.F.A. will be able to choose from the following program options: Painting, Sculpture, Ceramics, Photography, and Graphic Design.

Role: The proposed program is within the instructional role recognized for Auburn University at Montgomery (AUM).

Mode of Delivery: Distance education technology will not be used to deliver the proposed program. According to the proposal, studio arts require hands-on teaching and students are required to have a physical presence to create ceramics, sculpture, and paintings. A physical presence is also required to assess their work. The photography lab on campus contains enlargers, and other specialized equipment, as well as a shooting studio and a darkroom. Graphic designers use software available on campus computers that would be expensive to distribute online, and they also use specialized printing equipment on campus to produce their projects.

Similar Programs: The following institutions have Art programs located at CIP 50.0701: Auburn University; University of Alabama; University of Alabama in Huntsville; Jacksonville State University; Troy University; University of Alabama at Birmingham; University of South Alabama; University of Montevallo; University of North Alabama; Alabama A&M University; Alabama State University; and Athens State University.

Collaboration: There are no plans for collaboration as the institution has been successfully offering the existing B.A. in Fine Arts for many years and the proposed B.F.A. only differs in name. AUM officials would consider collaboration if it benefits all institutions involved.

Resources: The proposal projected that a total of \$20,150 in estimated new funds will be required to support the proposed program over the first five years. A total of \$2,296,185 will be available through tuition.

Public Review: The program was posted on the Commission website from July 6 through July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. AUM has offered a high-quality, viable Fine Arts program for many years.
2. The proposed BFA in Art will have options in Painting, Sculpture, Ceramics, Photography, and Graphic Design.

DECISION ITEM C-3: Auburn University at Montgomery, Bachelor of Fine Arts in Art (CIP 50.0701)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Fine Arts in Art with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 20, based on the proposal.
2. That the annual average number of graduates for the period 2017-28 through 2021-21 (five-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University at Montgomery (AUM) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University at Montgomery program proposal, dated June 10, 2016. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Auburn University at Montgomery

PROGRAM Bachelor of Fine Arts in Art (CIP 50.0701)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$6,000	\$0	\$0	\$0	\$0	\$6,000
EQUIPMENT	\$5,000	\$0	\$0	\$0	\$0	\$5,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$5,750	\$1,700	\$1,700	\$9,150
TOTAL	\$11,000	\$0	\$5,750	\$1,700	\$1,700	\$20,150

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$459,237	\$459,237	\$459,237	\$459,237	\$459,237	\$2,296,185
TOTAL	\$459,237	\$459,237	\$459,237	\$459,237	\$459,237	\$2,296,185

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	47	47	47	47	47	47
NEW ENROLLMENT HEADCOUNT	20	20	20	20	20	20
DEGREE COMPLETION PROJECTIONS	9	9	9	9	9	9

Attachment 2

Summary of Background Information

Bachelor of Fine Arts in Art
Auburn University at Montgomery

Role: The proposed program is within the instructional role recognized for Auburn University at Montgomery (AUM).

Objectives: The proposed degree program is designed to replace the degree currently being earned by students who choose graphic design, photography, and the studio art options of Ceramics, Sculpture, and Painting in the existing B.A. in Fine Arts. The proposed curriculum will not differ from what currently exists and will prepare students for professional careers in the studio arts and graphic design, and for successful application to graduate school. Students seeking the B.F.A. will be able to choose from the following program options: Painting, Sculpture, Ceramics, Photography, and Graphic Design.

According to AUM officials, student learning outcomes will demonstrate the following:

1. Students will gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
2. Students will present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
3. Students will be familiar with the historical achievements, current major issues, processes, and directions of their field(s).
4. Students will demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
5. Students will demonstrate their competence by developing a body of work for evaluation in the major area of study by way of a senior project or final presentation in their major area.
6. Students will have the ability to form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field; furthermore, they will be able to work collaboratively as appropriate to the area(s) of specialization.

Administration: The program will be administered by Dr. Michael Burger, College of Arts and Sciences, Dean; and the Department of Fine Arts, Dr. Mark Benson, Chairperson.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were no objections to the NISP or program proposal.

Accreditation: According to AUM officials, the Fine Arts department aspires to gain accreditation from the National Association of Schools of Art and Design (NASAD), which is the nationally-recognized accrediting agency for B.F.A. programs.

Curriculum: No new courses will be added to the proposed program.

Program Completion Requirements

Credit hours required in major: 65 semester hours (sh)
Credit hours required in minor (if applicable): 0
Credit hours in institutional general education or core curriculum: 44 sh
Credit hours in required or free electives: 11 sh
Total credit hours required for completion: 120- sh

Collaboration: There are no plans for collaboration as the institution has been successfully offering the existing B.A. in Fine Arts for many years and the proposed B.F.A. only differs in name. AUM officials would consider collaboration if it benefits all institutions involved.

Distance Education: Distance education technology will not be used to deliver the proposed program. According to the proposal, studio arts require hands-on teaching and students are required to have a physical presence to create ceramics, sculpture, and paintings. A physical presence is also required to assess their work. The photography lab on campus contains enlargers, and other specialized equipment, as well as a shooting studio and a darkroom. Graphic designers use software available on campus computers that would be expensive to distribute online, and they also use specialized printing equipment on campus to produce their projects.

Admissions: According to AUM officials, students must meet general admission requirements for AUM. For unconditional admission into AUM, students must have at least a 2.3 high school GPA and either a minimum of an 18 on the ACT or 940 on the SAT. Students that have been out of high school for three years or longer do not need to meet the ACT/SAT requirements. Some students failing to meet these requirements for unconditional admission may be considered for conditional admission. If a prospective student is three years or less out of high school, they can be admitted conditionally provided they meet one of the following requirements:

17 ACT/900-939 SAT and 2.3 or higher high school GPA (500 GED if no high school diploma) or
18 ACT/940 SAT or higher and 2.0–2.29 high school GPA (450–499 GED if no high school diploma).

If a prospective student is more than three years out of high school, then they can be admitted conditionally provided they have a high school GPA of 2.0 to 2.29 (450-499 GED).

For conditionally admitted students to gain unconditional admission, then need to earn C's or better in their Math, English, and Student Success courses in their first term.

Students can declare as BFA students when admitted (either unconditional or conditional admits) from day one; however, they aren't allowed to take higher level BFA classes until they have earned a 2.0 GPA in all their foundational art classes.

Need: According to the proposal, in the 2013-14 academic year, the Fine Arts Department at AUM underwent a required external review of its programs. Among the external reviewers' recommendations was a specific recommendation that AUM rename its studio art degree option to be consistent with the degrees offered in programs at peer and aspirant institutions. Because the B.A. option in Studio Arts already met the intense studio requirements for a B.F.A. degree, it was argued that the degree should be a B.F.A degree. The external reviewers also argued that this change in degree designation would facilitate admission to M.F.A. graduate programs for graduates. AUM has offered, for many years, a very successful B.A. in Fine Arts, and it is in the best interests of AUM's students, who largely come from the State of Alabama, to make the change suggested by the external review.

Student Demand: AUM has for several years offered a successful B.A. in Fine Arts with options in the professional fields of studio arts and graphic design. Past graduation numbers are above ACHE's minimum viability standards. Graduation and enrollment projections are based on past data and based on current student numbers for the studio art and graphic design options in the existing B.A. in Fine Arts.

Faculty:

Current Primary Faculty—

Full-time: 6

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: A new spray booth will need to be installed for the proposed program. The estimated cost of the sprayer will be \$5,000.

Facilities: No new facilities will be needed for the proposed program.

Library: A report provided by AUM's collection assessment librarian indicates holdings are adequate to support the proposed B.F.A. The AUM Library holds 84.56 percent of the average holdings of its peer group, which is above the minimum goal of 70 percent of peer group holdings. Additionally, the AUM Library provides access to 24 journals, which support the proposed program.

Program Budget: The proposal projected that a total of \$20,150 in estimated new funds will be required to support the proposed program over the first five years. A total of \$2,296,185 will be available through tuition.

Attachment 3

Auburn University at Montgomery
 Bachelor of Fine Arts in Art

Course Number and Title	Number of Credit Hours	* If New Course
Each option requires core curriculum courses as described below		
UNIV 1000 (University Success) – takes in first semester	3	
English – typically taken in 1 st year	6	
Humanities and Fine Arts – typically taken in 1 st & 2 nd year	12	
Natural Sciences and Mathematics – typically taken in 1 st & 2 nd year	11	
History, Social and Behavioral Sciences – typically taken in 1 st , 2 nd & 3 rd year	12	
Each option requires foundation courses as described below		
VISU 1112 Drawing I	3	
VISU 1102 2-D Design	3	
VISU 1132 3-D Design	3	
VISU 2030 Art History 1	3	
VISU 2040 Art History 2	3	
VISU 3000 level or higher Art History writing intensive courses	6	
VISU 4982 Senior Project	3	
The following are required for the Ceramics, Graphic Design, Painting, and Sculpture options		
VISU 2212 Painting 1	3	
VISU 2312 Sculpture 1	3	
VISU 2502 Printmaking 1	3	
The following are required for the Ceramics, Painting, and Sculpture options		
VISU Electives	9	
VISU 1122 Drawing 2	3	
The following are required for the Sculpture option		
VISU 3412 Ceramics 1	3	

VISU 3112 Drawing 3	3	
VISU 3211 Drawing 4	3	
VISU 3322 Sculpture 2	3	
VISU 4332 Sculpture 3	3	
VISU 4342 Sculpture 4	3	
Free Electives	10	
The following are required for the Ceramics option		
VISU 3412 Ceramics 1	3	
VISU 3422 Ceramics 2	3	
VISU 4432 Ceramics 3	3	
VISU 4442 Ceramics 4	3	
VISU 3112 Figure Drawing	3	
VISU 3122 Advance Drawing	3	
Free Electives	12	
The following are required for the Painting option		
VISU 1702 Visual Thinking	3	
VISU 2202 Watercolor	3	
VISU 3222 Painting 2	3	
VISU 3232 Painting 3	3	
VISU 4242 Painting 4	3	
VISU 3112 Figure Drawing	3	
VISU 3122 Advance Drawing	3	
Free Electives	9	
The following are required for the Photography option		
VISU 2702 Computer Graphics	3	
VISU 2712 Photography 1	3	
VISU Studio Options (2 from Printmaking 1, Painting 1, and Sculpture 1)	6	
VISU 2812 Digital Photography	3	
VISU 3822 Advanced Digital Photography	3	
VISU 3912 Alt. Processes	3	
VISU 4010 History of Photography	3	
Minor of student's choice	12	

Free Electives	7	
The following are required for the Graphic Design option		
VISU 2812 Digital Photography	3	
VISU 2702 Computer Graphics	3	
VISU 2722 Typography 1	3	
VISU 3722 Typography 2	3	
VISU 2732 Graphic Design 1	3	
VISU 3732 Graphic Design 2	3	
VISU 4732 Graphic Design 3	4	
VISU 3702 3-D Animation	3	
VISU 4702 Presentation Graphics 1	3	
VISU 4712 Presentation Graphics 2	3	
VISU 4742 Advertising Art	3	
Free Electives	6	

DECISION ITEM C-4: Auburn University, Bachelor of Computer Science in Computer Science (CIP 11.0107)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: The Bachelor of Computer Science program will prepare students for careers as software professionals and in computing-related fields via an entirely online distance education-based curriculum. The program may be completed either as a second bachelor's degree, or as a completion degree (for students whose non-major content is acquired outside the program, e.g. as transfer credit). The curriculum will build on a foundation of science, mathematics, social science, and humanities.

Role: The program is within the instructional role recognized by the Commission for Auburn University (AU).

Mode of Delivery: According to the proposal, 100 percent of the program will be delivered by distance education. The courses will be offered in 7.5-week terms, with five terms per year. Two terms would roughly fall within the dates of the fall semester (organized like the current summer "mini-semesters", two within spring semester, and one in summer semester. Credit for courses in this program will not be transferrable to Auburn University on-campus degree programs.

Similar Programs: Similar programs located at CIP 11.0701 are offered at the following institutions: Alabama State University (BS in Computer Science); Auburn University Montgomery (BS in Computer Science); and the University of South Alabama (BSCS in Computer Science).

Collaboration: According to AU officials, an offer of collaboration was received from the University of North Alabama as a response to the Notice of Intent to Submit a Proposal (NISP) process. Auburn plans to explore the opportunity, but no plans exist at this time.

Resources: The proposal stated that the program will require \$4,104,139 in new funds over the first five years. A total of \$4,609,163 through internal reallocation and tuition will be available over that period.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will be offered entirely online.
2. According to AU officials, there is significant demand in Alabama for computer science graduates.

DECISION ITEM: Auburn University, Bachelor of Computer Science in Computer Science (CIP 11.0701)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Computer Science in Computer Science.

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 44, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 35, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in entering graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University program proposal, received June 9, 2016. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

ATTACHEMENT 1
 NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University

PROGRAM Bachelor of Computer Science in Computer Science (CIP 11.0701)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$363,347	\$263,347	\$342,547	\$342,547	\$342,547	\$1,654,335
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
ASSISTANTSHIPS	\$14,154	\$28,307	\$42,461	\$56,614	\$70,768	\$212,304
OTHER	\$142,500	\$285,000	\$427,500	\$570,000	\$712,500	\$2,137,500
TOTAL	\$540,001	\$596,654	\$832,508	\$989,161	\$1,145,815	\$4,104,139

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$255,001	\$26,654	\$52,508	\$0	\$0	\$334,163
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$285,000	\$570,000	\$855,000	\$1,140,000	\$1,425,000	\$4,275,000
TOTAL	\$540,001	\$596,654	\$907,508	\$1,140,000	\$1,425,000	\$4,609,163

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	20	40	60	80	100	60
NEW ENROLLMENT HEADCOUNT	20	20	40	60	80	44 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	20	20	40	60	35

Attachment 2

Summary of Background Information

Bachelor of Computer Science in Computer Science
Auburn University

Role: The program is within the instructional role recognized by the Commission for Auburn University (AU).

Objectives: The Bachelor of Computer Science program will prepare students for careers as software professionals and in computing-related fields via an entirely online distance education-based curriculum. The program may be completed either as a second bachelor's degree, or as a completion degree (for students whose non-major content is acquired outside the program, e.g. as transfer credit). The curriculum will build on a foundation of science, mathematics, social science, and humanities.

According to the program proposal, at the completion of the program a student will be able to:

1. Competently design, implement, maintain, and document computer software systems using modern software engineering practices.
2. Communicate technical information related to computer science in both oral and written form, including the ability to advocate coherently for a position.
3. Learn independently in order to keep skills current throughout their career, including having proficiency upon graduation in more than one programming language.
4. Understand the theoretical and mathematical foundations of computer science and be able to apply those foundations to the design of computing solutions.
5. Understand and be able to follow ethical, legal, and security practices in software development and information technology.

Administration: The program will be administered by the Samuel Ginn College of Engineering, Dr. Chris Roberts, Dean; and the Department of Computer Science and Software, Dr. Hari Narayanan, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the university Chief Academic Officers. There were no objections to either.

Accreditation: The accrediting body for the proposed program is the CHEA-recognized Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). However, initially AU does not plan to seek accreditation for the program from ABET because:

- AU does not believe it would add value for the intended students of the program, and it would add cost and delay the start of the program.
- AU does not want the online program to cannibalize its existing on-campus programs.

- While the new courses are related to existing courses, they do not correspond in a one-to-one manner, complicating the accreditation application.

Curriculum: A total of 26 new courses will be added to the proposed program.

Program Completion Requirements:

Credit hours in general education core:	48 semester hours (sh)
Credit hours required in the major:	60 sh
Free electives:	12 sh
Total:	120 sh

The program can be completed in two ways: (1) as a second bachelor's degree, requiring only the 60 hours of in-major content, or (2) as a first bachelor's degree, by completing (in addition to the in-major content) 60 additional hours including the core curriculum courses necessary for any Auburn University bachelor's degree. The non-major content can be completed either by transfer credit or by completing the relevant Auburn University courses either online (if available) or on-campus. Courses from the Bachelor of Computer Science curriculum cannot be transferred to any other graduate or undergraduate program in the Samuel Ginn College of Engineering. Likewise courses from the on-campus Computer Science and Software Engineering department programs, such as Computer Science (CSCI), Software Engineering (SWEN), and Wireless Engineering, Software Option (WIRS) cannot be given transfer credit in the Bachelor of Computer Science program. The reason for this is that there is no clear one-to-one correspondence between the online courses and the existing courses; things are divided into course units differently between the programs. The fact that the online program will not be ABET accredited (see below) is also a reason for prohibiting transfer of credit.

Collaboration: According to AU officials, an offer of collaboration was received from the University of North Alabama as a response to the Notice of Intent to Submit a Proposal (NISP) process. Auburn plans to explore the opportunity, but no plans exist at this time.

Distance Education: According to the proposal, 100 percent of the program will be delivered by distance education. The courses will be offered in 7.5-week terms, with five terms per year. Two terms would roughly fall within the dates of the fall semester (organized like the current summer "mini-semesters", two within spring semester, and one in summer semester. Credit for courses in this program will not be transferrable to Auburn University on-campus degree programs.

Admissions: AU's general admission requirements will be sufficient to enter the proposed program.

Need: Public higher education in Alabama and in America as a whole is currently experiencing pressure from a variety of societal forces that will significantly alter the nature of the university in the coming decades. These include:

- Flat or shrinking number of traditional 18-22 year-olds on-campus students;
- Shrinking support from state;
- Growing demand from mid-career or late-career professionals with desire to keep their skills current as they must transition between jobs; and
- Competition from remote institutions delivering content online, including for-profit, non-profit, and entirely free entities.

According to the proposal, these will impact academia in substantial ways. The first and second will increase pressure to generate funds from the two remaining large sources of university income:

tuition and research indirect costs. Tuition rises can only do so much as the population of traditional students' shrinks, so the university must reach out to non-traditional students, whose demand for education is increasing as the notion of a single lifelong job evaporates in the United States. A midcareer or late-career worker looking for a new job may well turn to higher education to enhance their desirability to employers with current skills comparable to those held by younger workers. Such a person is unlikely to pull up roots, relocate a family, sell a house, and move to a rural university such as Auburn. If AU is going to compete in this market, it must offer an alternative via distance education to these people. Research conducted by the Auburn Provost's Office indicates that in Alabama there are 500,000 citizens with some college credit, but no degree. As this program is aimed at exactly this demographic, it will serve an important need within the State of Alabama.

Student Demand: In June of 2014 an educational consulting group, Everspring Partners, shared market research obtained from Google indicating an enrollment potential of 300-500 for an online computer science degree at Auburn University, with rising demand over the last four years based on Google trends. Google indicated strong search volume with 41 percent of terms being on-line specific. Furthermore, the consultants found that competition nationwide is relatively modest, with the only in-state competitor being the Troy University online program.

Faculty/Staff:

Current Primary Faculty—

Full-time: 1

Part-time: 0

Current Support Faculty—

Full-time: 17

Part-time: 0

Additional faculty to be hired:

Primary Faculty—

Full-time: 10

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: AU will partner with Everspring to provide an instance of the Canvas course management system running on their servers, and will provide servers for the online content to be delivered to the students, so no additional equipment will be necessary for the students to receive the online content of courses. However, AU plans to acquire a server cluster of virtualizable, multicore machines to be used by students in the program for laboratory and programming assignments. This server will be purchased in year two in order to reduce the startup costs of the program. As well, \$5,000 per year for license fees for software to be used by the students is budgeted.

Facilities: No new facilities will be required as the program will be completed entirely online.

Library: AU does not anticipate students in this distance education needing support from the physical library, because they are remotely located and taking courses 100 percent online. These students will have the same access to Auburn's online library resources as on-campus students. Most importantly, AU has full membership in the IEEE (Institute of Electrical and Electronic Engineers) and ACM (Association for Computing Machinery) digital library programs, which would include virtually all journal and conference proceedings from which papers might be assigned in these programs.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 9, 2016

Program Budget: The proposal stated that the program will require \$4,104,139 in new funds over the first five years. A total of \$4,609,163 through internal reallocation and tuition will be available over that period.

Attachment 3

**Curriculum
 Bachelor of Computer Science in Computer Science**

Below is given a sample 2-year (10 7.5-week terms) schedule for a student working full-time on this program to complete the in-major content in two years.

Term	Course 1	Course 2
1	CPSC1213	CPSC3243
2	CPSC1223	CPSC3303
3	CPSC1233	CPSC4733
4	CPSC3273	CPSC2713
5	CPSC3283	CPSC3333
6	CPSC3353	CPSC5123
7	CPSC3703	CPSC5133
8	CPSC5333	CPSC5203
9	CPSC5213	Elective
10	CPSC5343	Elective

Content outside the major is only required for those students completing the degree as a first bachelor's degree. Those students would have to satisfy Auburn's normal core curriculum requirements for students in the Samuel Ginn College of Engineering as outlined in the university catalog online: (<http://bulletin.auburn.edu/undergraduate/academicpolicies/thecorecurriculum/>)

Math

- 4 MATH1610 Calculus I
- 3 STAT3010 Probability and Statistics

Science

- 4 Core Science Sequence I
- 4 Core Science Sequence II

Writing and Humanities

- 3 ENGL1100 English Comp I
- 3 ENGL1120 English Comp II
- 3 ENGL2200 World Lit I
- 3 ENGL2210 World Lit II
- 3 Core Fine Art
- 3 Additional core humanities

Social Science

- 3 Core Social Science Group I
- 3 Core Social Science Group II
- 3 Core History I
- 3 Core History II

Other

- 3 COMM 1000 (public speaking)
- 12 Free Elective (including ROTC)

DECISION ITEM C-5: Alabama State University, Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.9999)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Description: The Interdisciplinary Studies degree is intended for students who have multiple interests and abilities. The proposed program permits the student to customize his or her program of study by exploring two or three related areas of study, with two chief areas of focus (eighteen to twenty-one hours of course work each) or three areas of study (eighteen to twenty-one hours each). Graduates of the proposed Interdisciplinary Studies program will:

1. Value and apply an interdisciplinary approach across connected disciplines.
2. Demonstrate proficiency in two or three academic disciplines.
3. Demonstrate proficient oral and written communication competencies through coursework, papers, and projects.
4. Increase enrollment in courses offered by many academic disciplines.
5. Increase retention through student involvement regarding programmatic decisions.

Role: The proposed program is within the instructional role recognized for Alabama State University (ASU).

Mode of Delivery: The proposed program is designed to meet the needs of both traditional and non-traditional students therefore, distance learning will be one method of course delivery. Additionally, based on technological, structural, and financial capabilities, ASU will utilize a variety of technologies applicable to the implementation of the proposed program.

Similar Programs: The following institutions have similar programs located at CIP code 30.9999 in the Academic Program Inventory: Alabama A&M University; Athens State University; University of Alabama in Huntsville; University of Montevallo; and University of West Alabama.

Collaboration: Currently there are no plans to collaborate with other institutions.

Resources: No new funds will be required to support the proposed program in the first five years. A total of \$490,326 will be available through tuition.

Public Review: The program proposal was posted on the Commission website from July 6 through July 26 for public review and comment. No comments were received.

Rationale for Staff Recommendation:

1. According to ASU's proposal, the Interdisciplinary Studies program is intended for students who have multiple interests and abilities. The degree program permits the student to customize his or her program of study by exploring two or three related areas of study, with two chief areas of focus or three areas of study.

DECISION ITEM C-5: Alabama State University, Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.9999)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 11, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Alabama State University (ASU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Alabama State University program proposal, dated June 1, 2016. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, September 9, 2016

INSTITUTION Alabama State University
 PROGRAM Bachelor of Arts/Bachelor of Science Interdisciplinary Studies (CIP 30.9999)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$32,550	\$69,360	\$104,040	\$124,848	\$159,528	\$490,326
TOTAL	\$32,550	\$69,360	\$104,040	\$124,848	\$159,528	\$490,326

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	11	16	19	24	15
NEW ENROLLMENT HEADCOUNT	6	7	10	15	16	11 4-year average
DEGREE COMPLETION PROJECTIONS	0	5	8	11	14	10

Attachment 2

Summary of Background Information

Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies
Alabama State University

Role: The proposed program is within the instructional role recognized for Alabama State University (ASU).

Program Description: The Interdisciplinary Studies degree is intended for students who have multiple interests and abilities. The degree program permits the student to customize his or her program of study by exploring two or three related areas of study, with two chief areas of focus (eighteen to twenty-one hours of course work each) or three areas of study (eighteen to twenty-one hours each). Graduates of the proposed Interdisciplinary Studies program will:

1. Value and apply an interdisciplinary approach across connected disciplines.
2. Demonstrate proficiency in two or three academic disciplines.
3. Demonstrate proficient oral and written communication competencies through coursework, papers, and projects.
4. Increase enrollment in courses offered by many academic disciplines.
5. Increase retention through student involvement regarding programmatic decisions.

According to institutional officials, the proposed Interdisciplinary program aims to achieve the following:

- a) To make available a interdisciplinary/multidisciplinary program that will allow qualified students to work closely and creatively with an interdisciplinary/multidisciplinary advisor and faculty advisor to design and implement an approved plan of study.
- b) To provide opportunities to bridge concepts across University College and the University's existing degree granting colleges by enhancing and expanding current interdisciplinary efforts.
- c) To facilitate important intellectual and practical skills through inquiry and analysis, critical and creative thinking, and written and oral communication, as well as integrative and applied learning through synthesis of diverse curricula through general and specialized studies.

Administration: The program will be administered by Dr. Evelyn Hodge, Dean, University College.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAO). There were no objections to the program.

Accreditation: There is no recognized accreditation for the proposed program.

Curriculum: The following new courses will be added to the proposed program: ENG 135: Elements of Writing: A Seminar for Developing Writing Skills (3 hrs); BIS 300 Interdisciplinary Cornerstone Experience (3 hrs); and BIS 400 Interdisciplinary Capstone Experience (3 hrs). Program completion requirements are shown below.

- Credit hours required in major: 39 semester hours (sh)
- Credit hours in general education or core curriculum: 43 (sh)
- Credit hours in required or free electives: 39 (sh)
- Total credit hours required for completion: 121 (sh)

Collaboration: Currently there are no plans to collaborate with other institutions.

Distance Education: The proposed program is designed to meet the needs of both traditional and non-traditional students therefore, distance learning will be one method of course delivery. Additionally, based on technological, structural, and financial capabilities, ASU will utilize a variety of technologies applicable to the implementation of the proposed program.

Admissions: Admission criteria for the Interdisciplinary Studies program will replicate those of Alabama State University Office of Admissions and Recruitment and are as follows:

Alabama State University uses a sliding scale to consider applicants for admission. Generally, applicants with higher GPAs may be accepted with lower ACT/SAT scores, while applicants with lower GPAs may be accepted with higher ACT/SAT scores. To be considered for admission, you must earn a diploma from an accredited high school and meet the following criteria according to the sliding scale:

<u>GPA</u>	<u>ACT 1 SAT</u>
2.00 - 2.49	18 or higher 1 860 - 890
2.50 - 2.99	17 / 820 - 850
3.00 - 3.49	16 / 770 - 810
3.50 or higher	15 / 720 - 760

Need: According to ASU officials, the proposed program is consistent with the institution's academic strategic plan and its' commitment to new programs, increased persistence/retention rates, and increased graduation rates. The proposed program will answer this demand by encouraging students to benefit from a variety of academic paths.

Student Demand: Because of the interdisciplinary nature of the proposed program many students will be attracted to this program, particularly students with previous course credit or students who solely desire to complete a degree for self-improvement or professional advancement in a variety of career areas.

Faculty/Staff:

Current Primary Faculty—

Full-time: 254

Part-time: 155

Current Support Faculty--

Full-time: 0

Part-time: 0

Additional Qualified Faculty to be employed--

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: No new equipment is required for the program.

Facilities: The facilities currently used by University College are sufficient to support the proposed undergraduate program in Interdisciplinary Studies. The Office of Interdisciplinary Studies housed in University College has space which includes office space, classrooms (equipped with computers, projectors, and other audio-visual equipment), and meeting space.

Library: According to the proposal, ASU's University Library's current holdings consist of the following: 306,451 book volumes; 127,771 bound volumes; 6,433 current print and electronic serials subscriptions; 2,709,977 microforms; 44,711 audio-visual items; 94,787 e-books; and 192 electronic databases. The Collection Development Department formulates budget allocations on an annual basis for each academic department including University College. The budget allocations are used for the general fund budget to acquire print, non-print, and electronic resources. Budget allocations are determined by a formula which calculates the

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number of faculty, students, and majors in each academic field divided by the total number of majors, faculty, and students at Alabama State University.

Program Budget: No new funds will be required to support the proposed program in the first five years. A total of \$490,326 will be available through tuition.

ASU
Bachelor of Arts/Bachelor of Science in
Interdisciplinary Studies

Alabama State University University College Bachelor of Science in Interdisciplinary Studies/Multidisciplinary Studies 4-Year Curriculum Plan (Sample)	
Alabama State University Year 1 and Year 2	43 SH
<i>General education requirements and Alabama State University Core Curriculum are completed during the freshman and sophomore years. Additionally, if general education requirements are completed at an accredited community or institution of higher education and students transfer to Alabama State University to complete the junior and senior year of the baccalaureate degree.</i>	
Alabama State University Year 2 Sophomore Semester 1	6 SH
In addition to Alabama State University's core:	
BIS/MDS Advisor approved concentration course required	3 SH
ENG 135 Elements of Writing: A Seminar for Developing Writing Skills	3 SH
Alabama State University Year 2 Sophomore Semester 2	12 SH
BIS/MDS Advisor approved concentration course required	3 SH
BIS/MDS Advisor approved concentration course required	3 SH
BIS/MDS Advisor approved concentration course required	3 SH
BIS 300 Interdisciplinary Cornerstone Experience	3 SH
Alabama State University Year 3 Junior Semester 1	12 SH
BIS/MDS Advisor approved concentration course required	3 SH
BIS/MDS Advisor approved concentration course required	3 SH
BIS/MDS Advisor approved concentration course required	3 SH
BIS/MDS Advisor approved concentration course required	3 SH
Alabama State University Year 3 Junior Semester 2	15 SH
BIS/MDS Advisor approved concentration course required	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
Alabama State University Year 3 Summer Semester	9 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
Alabama State University Year 4 Senior Semester 1	12 SH
BIS/MDS Advisor approved concentration course required	3SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
Alabama State University Year 4 Senior Semester 2	12 SH
BIS 400 Interdisciplinary Capstone Experience	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
BIS/MDS Advisor approved Upper level concentration course required	3 SH
Alabama State University Total Semester Hours	121 SH

DECISION ITEM C-6: University of Alabama at Birmingham, Bachelor of Science in Digital Forensics (CIP 43.0116)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Objective: The purpose of the Bachelor of Science in Digital Forensics program is to meet ever growing demand by public and private sector agencies for entry-and advanced-level employees trained in the procedures and processes necessary to discover, recover, analyze, and present in court during civil and criminal litigation, information that has been stored on digital devices including mainframe and personal computers, cellular telephones, tablets, gaming and other devices used during illegal activities. Students graduating from the program will possess the necessary knowledge and skills to allow them to obtain employment in the burgeoning field of digital forensics, broadly defined.

Role: The proposed program is within the instructional role recognized for the University of Alabama at Birmingham (UAB).

Mode of Delivery: Approximately 15 percent of the proposed program will be offered online. The program will primarily use in-person instruction that combines classroom-based lectures and team-based learning, with laboratory instruction and experiential learning in the form of a required internship/capstone.

Similar Programs: There are no other similar programs in the Academic Program Inventory.

Collaboration: UAB welcomes opportunities to collaborate with its sister, doctoral-granting institutions that are members of the Alabama Cyber Research Consortium (ALCRC) to develop joint-degree programs. UAB also welcomes opportunities to collaborate with the state's community colleges to develop "2+2" type programs or "3-degree-in-5-year" style programs, such as the one UAB's Department of Justice Sciences has with Jefferson State Community College.

Resources: The proposal projected that a total of \$42,000 in estimated new funds will be required to support the proposed program. A projected total of \$1,626,600 will be available through internal reallocations, extramural funds, and tuition.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Students graduating with the BS in Digital Forensics will be prepared to fill entry and advanced level positions with federal, state, and local law enforcement agencies; with public and private sector non-profit companies; and with private sector for-profit companies, particularly those involved in the technology field.
2. Students completing the proposed program will also be prepared to pursue graduate studies (master's and doctoral-level) in computer science, criminal justice, information systems, and information technology or pursue law school.

DECISION ITEM C-6: University of Alabama at Birmingham, Bachelor of Science in Digital Forensics (CIP 43.0116)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Digital Forensics.

The program will have the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 15, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2020-21 (three-year average) will be at least 14, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.

4. University of Alabama at Birmingham program proposal, received April 1, 2016. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1
 NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION University of Alabama at Birmingham

PROGRAM Bachelor of Science in Digital Forensics (CIP 43.0116)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$1,000	\$1,000	\$5,000	\$5,000	\$12,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$6,000	\$7,000	\$7,000	\$11,000	\$11,000	\$42,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS		\$1,000	\$1,000	\$5,000	\$5,000	\$12,000
EXTRAMURAL						
TUITION	\$124,200	\$223,560	\$322,920	\$422,280	\$521,640	\$1,614,600
TOTAL	\$124,200	\$224,560	\$323,920	\$427,280	\$526,640	\$1,626,600

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	15	25	35	45	55	35
NEW ENROLLMENT HEADCOUNT	15	10	10	12	30	15 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	2	20	20	14

Attachment 2

Summary of Background Information

Bachelor of Science in Digital Forensics
University of Alabama at Birmingham

Role: The proposed program is within the instructional role recognized for the University of Alabama at Birmingham (UAB).

Program Objective: The purpose of the Bachelor of Science in Digital Forensics program is to meet ever growing demand by public and private sector agencies for entry-and advanced-level employees trained in the procedures and processes necessary to discover, recover, analyze, and present in court during civil and criminal litigation, information that has been stored on digital devices including mainframe and personal computers, cellular telephones, tablets, gaming and other devices used during illegal activities. Students graduating from the program will possess the necessary knowledge and skills to allow them to obtain employment in the burgeoning field of digital forensics, broadly defined.

According to the proposal, based on student learning outcomes, students will:

- Demonstrate knowledge in criminal justice relating to the agencies and processes of the criminal justice system, particularly in relation to the collection and presentation of evidence, and demonstrate knowledge in criminal and procedural law, courtroom testimony, and professional ethics.
- Demonstrate knowledge in computer science including computer architecture and operating systems, networking, computer and network security, programming, and database structures.
- Demonstrate knowledge of the procedures necessary to identify, acquire, authenticate, examine, and analyze digital evidence.
- Obtain pre-professional experience by successfully completing a relevant internship in the private sector or with a government agency.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Robert Palazzo, Dean; and the Departments of Justice Sciences and Computer Sciences, Dr. Jeff Walker and Dr. Yuliang Zheng, Chairs.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were no objections to the NISP or the program proposal.

Accreditation: The Digital Forensics curriculum is based on guidelines established by the Forensic Science Education Programs Accreditation Commission (FEPAC) of the American Academy of Forensic Sciences. Per FEPAC requirements, accreditation cannot be sought until 3 years after graduating the first cohort of students. UAB believes that pursuing accreditation for the proposed program is essential as significant growth is anticipated to occur in digital forensics undergraduate programs over the next five to seven years, particularly in online programs offered by unaccredited "for-profit" colleges and universities. Accreditation insures that students in UABs program are involved in a curriculum nationally recognized by experts as relevant, comprehensive, and stringent.

Curriculum: There are no new courses.

Credit hours required in major courses:	45 semester hours
Credit hours required in general education:	42
Credit hours required in free electives:	33
Total hours for completion:	120

Collaboration: UAB welcomes opportunities to collaborate with its sister, doctoral-granting institutions that are members of the Alabama Cyber Research Consortium (ALCRC) to develop joint-degree programs. UAB also welcomes opportunities to collaborate with the state's community colleges to develop "2+2" type programs or "3-degree-in-5-year" style programs, such as the one UAB's Department of Justice Sciences has with Jefferson State Community College.

Distance Education: Approximately 15 percent of the proposed program will be offered online. The program will primarily use in-person instruction that combines classroom-based lectures and team-based learning, with laboratory instruction and experiential learning in the form of a required internship/capstone.

Admissions: Any undergraduate student admitted in good standing to UAB will be eligible to pursue the proposed program provided he or she establishes a minimum GPA of 2.5 or higher and maintains that GPA for the duration of his or her enrollment at UAB. Selecting the major will be done in conjunction with professional advising provided by the College of Arts and Sciences (CAS) and/or the Departments of Computer and Information Sciences and Justice Sciences. Students pursuing the proposed degree may be required to take necessary prerequisites for some courses offered in the degree program, but UAB officials have tried to minimize these circumstances by allowing for registration overrides by instructors teaching those classes.

Need: Currently in Alabama there are graduate-level (MS) degrees in Computer Forensics and/or related fields (e.g., Information Assurance) available from several universities including UAB, UAH, UA, AU, and USA, but there is not a bachelor's level program in Digital Forensics available in the state. The closest comparable program is available at the University of Central Florida in Orlando.

Student Demand: A 10-item survey of computer science and criminal justice students (n=58) was undertaken during the period 12/15/14-12/13/14, administered via Survey Monkey. Items in the survey addressed knowledge about digital forensics as a professional field and gauged student interest in UAB offering a BS degree in digital forensics. Results indicated both groups of students were familiar with digital forensics as a professional field (67 percent somewhat/very familiar) and both groups expressed interest (79 percent somewhat/very interested) in UAB offering a BS in digital forensics.

Additionally, a one-day cybersecurity/digital forensics camp for high school students (grades 10-12) selected by guidance counselors was held at UAB in March of 2015, and 25 students from six different schools from around the state attended the event. The camp will be replicated each spring as a recruitment device for the program. Plans for a week-long summer camp are also in the works.

Resources:

Faculty:
Current Primary Faculty—
 Full-time: 30
 Part-time: 0
Support Faculty—
 Full-time: 0
 Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—
 Full-time: 0
 Part-time: 0
Support Faculty—
 Full-time: 0
 Part-time: 0

Support Staff: The available support staff for the proposed program includes the Department of Microbiology Media Coordinator, and an academic advisor assigned through the College of Arts and Sciences. No other support staff will be required for the program.

Equipment: No new or additional special equipment will be required for the program.

Facilities: It is not anticipated that any new facilities will be required. The current facilities include the Research Mentors' laboratories in various departments throughout the School of Medicine.

Library: According to the proposal, there are sufficient library resources to support the proposed program.

Program Budget: The proposal projected that a total of \$42,000 in estimated new funds will be required to support the proposed program. A projected total of \$1,626,600 will be available through internal reallocations, extramural funds, and tuition.

Attachment 3

**The University of Alabama at Birmingham
 Bachelor of Science in Digital Forensics**

COURSE	HOURS	
CS 103 Introduction to Computation + Lab	4	
CS 250 Discrete Structures	3	
CS 203 Object Oriented Programming + Lab	4	
CS 330 Computer Organization and Assembly Language Programming	3	
CS 334 Networking	3	
CS 336 Network Security	3	
CS 3xx Active Defense/Ethical Hacking	1	
CS 433 Operating Systems	3	
CS 436 Computer Security	3	
JS 437 Cybercrime and Forensics	3	
JS 332 Criminal Evidence	3	
JS 402 Intro to Computer Forensics	3	
JS 410 Criminal Justice Ethics	3	
JS415 Investigating Online Crime	3	
JS497 Internship and Capstone for Practitioners OR JS498 Distance Internship and Capstone OR JS499 Internship and Capstone	3	May be repeated for up to six hours of credit
TOTAL HOURS IN THE MAJOR	45	
CORE CURRICULUM		
<i>Area I: English</i>		
TOTAL AREA I CORE	6	
<i>Area II: Humanities and Fine Arts</i>		
Foreign language courses, specifically ARA101 & ARA102 or CHI101 & 102, recommended		
TOTAL AREA II CORE	12	
<i>Area III: Natural Science & Mathematics</i>		
MA 105 or MA106 or MA125 or MA126 and laboratory MA125/126 recommended	4	
Any two laboratory science courses	8	
TOTAL AREA III CORE	12	
<i>Area IV: Social and Behavioral Sciences</i>		
Pick any 4 courses	12	
TOTAL AREA IV CORE	12	
TOTAL UAB CORE	42	
<i>General Electives</i>		
Suggested general electives: JS100 Intro to Criminal Justice/CS 410 Database Mgmt. Systems/CS 431 Distributed Computing/ CS 491 Special Topics (variable)/JS 330 Criminal Law/JS 331 Criminal Procedure/JS407 Special Topics (variable)		
TOTAL GENERAL ELECTIVES	33	
TOTAL HOURS FOR BSDF PROGRAM	120	

DECISION ITEM C-7: University of Alabama at Birmingham, Bachelor of Science in Genetics and Genomic Sciences, (CIP 26.0801)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Description: Genetics refers to studies of genes and their roles in inheritance, while genomics describes investigations of large sets of genes or gene products, up to and including the entire genome. Genetics is one of the most important fields in biological sciences, and affects all aspects of our lives. There have been major breakthroughs in the fields of genetics and genomics during the last decade and this has created a significant need for individuals with training in these cutting-edge disciplines. The central mission of the new Genetics and Genomic Sciences (GGS) undergraduate major is to provide students with a strong educational and research background that maximizes their chances to successfully achieve career goals in genetics and genomics-related health sciences and research.

Role: The proposed program is within the instructional role recognized for the University of Alabama at Birmingham (UAB).

Mode of Delivery: Initially, all courses will be offered only on the UAB campus. As the program grows, UAB officials will consider using distance learning technology to provide courses beyond the UAB campus.

Similar Programs: There are no other similar programs in the Academic Program Inventory.

Collaboration: There are no plans for collaboration at this time.

Resources: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$3,387,208 will be available through internal reallocations, extramural funds, and tuition.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. There is a significant need in the job market for individuals with expertise and research training in genetics/genomics. Employment opportunities for our graduates will continue to increase in the near future with the establishment of new personalized genomic approaches for the diagnosis, treatment, management, and prevention of medical disorders.
2. There are currently no genetics or genomics undergraduate degrees offered by any Alabama universities.

DECISION ITEM C-7: University of Alabama at Birmingham, Bachelor of Science in Genetics and Genomic Sciences (CIP 26.0801)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Genetics and Genomic Sciences.

The program will have the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 22, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2021-22 (three-year average) will be at least 13, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.

4. University of Alabama at Birmingham program proposal, received April 11, 2016. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1
 NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION University of Alabama at Birmingham

PROGRAM Bachelor of Science in Genetics and Genomic Sciences (CIP 26.0801)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$625,000
EXTRAMURAL						
TUITION	\$198,720	\$397,440	\$596,160	\$705,456	\$864,432	\$2,762,208
TOTAL	\$323,720	\$522,440	\$721,160	\$830,456	\$989,432	\$3,387,208

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	20	40	60	71	87	56
NEW ENROLLMENT HEADCOUNT	20	20	22	23	25	22 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	5	16	17	13

Attachment 2

Summary of Background Information

Bachelor of Science in Genetics and Genomic Sciences
University of Alabama at Birmingham

Role: The proposed program is within the instructional role recognized for the University of Alabama at Birmingham (UAB).

Program Description: Genetics refers to studies of genes and their roles in inheritance, while genomics describes investigations of large sets of genes or gene products, up to and including the entire genome. Genetics is one of the most important fields in biological sciences, and affects all aspects of our lives. There have been major breakthroughs in the fields of genetics and genomics during the last decade and this has created a significant need for individuals with training in these cutting-edge disciplines. The central mission of the new Genetics and Genomic Sciences (GGS) undergraduate major is to provide students with a strong educational and research background that maximizes their chances to successfully achieve career goals in genetics and genomics-related health sciences and research. Graduates of the proposed program will be able to:

- Demonstrate a comprehensive understanding of core concepts in genetics, including principles of inheritance, molecular genetics, genetic variation, population genetics, the genetic basis of human diseases, genetic testing, pharmacogenetics, and epigenetics.
- Demonstrate fundamental knowledge of the core concepts related to genomics, including chromosome structure, organization of the nuclear and mitochondrial genomes, structural and functional elements of the human genome, genomic technologies, genome evolution, and the applications of bioinformatics in genomic sciences.
- Discuss the benefits and limitations of using different mammalian and non-mammalian model organisms for analyses of human gene function and genetic disorders.
- Demonstrate the knowledge necessary to design, implement, and critically evaluate the results of genetic/genomic-related studies.
- Discuss the applications of genetics and genomic technologies to medicine, biomedical research, and other disciplines.
- Exhibit strong oral and writing skills necessary to effectively communicate major scientific findings in genetics, genomics, and related fields.
- Demonstrate awareness of and sensitivity to ethical, legal, and social issues related to research and clinical applications of genetics and genomics.

Administration: The program will be administered by the School of Medicine and College of Arts and Sciences, Dr. Selwyn Vickers and Dr. Robert Palazzo, Deans; and the Department of Genetics and Department of Biology, Dr. Bruce Korf and Dr. Steve Austad, chairs.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were no objections to the NISP or the program proposal.

Accreditation: There is no specialized accreditation for the proposed program.

Curriculum: Newly developed courses for the program are: Colloquium (1 hr); Genome Structure and Organization (3 hrs); Genetic Basis of Human Disease (3 hrs); Bioinformatics (3 hrs); Mode/Systems for Genetic Disorders Capstone course (3 hrs); Personalized Genomic Medicine (3 hrs); Research or Honors Research (3 hrs); and Senior Research Seminar or Honors Senior Research Seminar Capstone course (3 hrs).

Credit hours required in program core:	69 semester hours
Credit hours required in general education:	30
Credit hours required in free electives:	21
Total hours for completion:	120

The Undergraduate Research requirement for the Immunology BS includes one semester of Capstone Honors Research, (3 hours) and three semesters (9 hours) Non-Thesis or Thesis Undergraduate Research, or four semesters (12 hours) of Undergraduate Research, if a student fulfills their Capstone Experience.

Collaboration: There are no plans for collaboration at this time.

Distance Education: Initially, all courses will be offered only on the UAB campus. As the program grows, UAB officials will consider using distance learning technology to provide courses beyond the UAB campus.

Admissions: Any undergraduate student admitted in good standing to UAB will be eligible to pursue the proposed program provided he or she establishes a minimum GPA of 2.5 or higher and maintains that GPA for the duration of his or her enrollment at UAB.

Need: Since the reporting of the first complete human genome sequence in 2003 there have been major advances in genetics and genomics, especially in the development of new technologies that are transforming all areas of the biological sciences and healthcare. This rapid progress has created a significant need for research scientists, medical and health care professionals, and other specialists with training in these fields in the State of Alabama. The demand for individuals with expertise in these areas will continue to increase in the near future with the establishment of new personalized genomic approaches that will use an individual's genomic information for the diagnosis, treatment, management, and prevention of medical disorders. Currently, there are no genetics or genomics undergraduate degrees offered by any Alabama universities.

Student Demand: UAB officials developed a survey and distributed it to undergraduate students who are majoring in biology, chemistry, neuroscience, public health, and biomedical sciences, as well as students in the Honors College to gauge the level of interest in the Genetics and Genomic Sciences program if it was available. A total of 153 students from various programs responded to this survey as shown in Table 1.

TABLE 1
Demographic Summary of Survey Responses

Current Major	#/Responses	% of Total Responses
Biology (all tracks)	96	62.7%
Neuroscience	25	16.3%
Chemistry	8	5.2%
Public Health	11	7.2%
Biomedical Sciences	3	2.0%
Other	10	6.6%
Total	153	100%

The results from the survey indicate a strong interest on the part of undergraduates in the proposed Genetics and Genomic Sciences program and its associated research opportunities. In particular, current undergraduates expressed a significant interest in learning more about human genetics (4.37 ± 0.91 Standard Deviation-SD; scale of 1-5 with 5 indicating very interested and 1 indicating not at all interested), the genetic basis of disease (4.51 ± 0.81 SD), structure and function of the human genome (4.04 ± 1.06 SD), personalized genomic medicine (4.33 ± 1.05 SD), and bioinformatics (3.56 ± 1.21 SD). With respect to undergraduates' interest in a new Genetics and Genomic Sciences major, there was once again a positive response on the part of freshmen (3.70 ± 1.37 SD) and upperclassmen (3.68 ± 1.22 SD) using the same 5-point scale. Finally, students also showed a very positive response when asked if they were interested in performing laboratory or clinical research in genetics and genomics (4.09 ± 1.15 SD and 4.10 ± 1.14 SD, respectively). Based on this survey, it is clear that there is strong interest in the proposed Genetics and Genomic Sciences program, and that it should be possible to recruit existing and new undergraduates to this program if it is approved.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 36

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: It is not anticipated that any new or additional special equipment will be required for the program.

Facilities: No new facilities will be required.

Library: According to the proposal, there is sufficient library resources to support the proposed program.

Program Budget: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$3,387,208 will be available through internal reallocations, extramural funds, and tuition.

Attachment 3

**The University of Alabama at Birmingham
Bachelor of Science in Genetics and Genomic Sciences**

Tentative Plan of by Year

Freshman Year

Fall Semester-

Success in College (CAS 112; 1 credit)

Introductory Biology I & Laboratory (BY 123 and 123L; 4 credit hours)

General Chemistry I and Laboratory (CH 115/116; 4 credit hours)

English Composition I (EH 101; 3 credit hours)

Core II or IV (3 credit hours)

Total Credits=15

Spring Semester-

Introductory Biology II & Laboratory (BY 124 and 1241-; 4 credit hours)

General Chemistry II and Laboratory (CH 117/1 18; 4 credit hours)

English Composition II (EH 102; 3 credit hours)

Bioethics (PHL 116; 3 credit hours, Core II)

Total Credits=14

Sophomore Year

Fall Semester-

Genetics (BY 210; 3 credit hours)

#Colloquium in Genetics and Genomics (GGS 1 credit hour)

Organic Chemistry I and Laboratory (CH 235/236; 4 credit hours)

Calculus I (MA 125; 4 credit hours)

Core II or IV (3 credit hours)

Total Credits=15

Spring Semester-

Genome Structure and Organization (GGS 3 credit hours)

#Colloquium in Genetics and Genomics (GGS 1 credit hour) Cell

Biology (BY 330; 3 credit hours)

Organic Chemistry II and Laboratory (CH 237/238; 4 credit hours)

Core II or IV (3 credit hours)

Total Credits=14

Junior Year

Fall Semester-

Genetic Basis of Human Disease (GGS 3 credit hours)

#Colloquium in Genetics and Genomics (GGS 1 credit hour)

*GGS Honors or Non-Honors Research (GGS or General Elective Course (3 credit hours)

Introduction to Statistics (MA 180; 3 credit hours)

General Elective Course (3 credit hours) Core II or IV (3 credit hours)

Total Credits=16

Spring Semester-

Bioinformatics (GGS 3 credit hours)

#Colloquium in Genetics and Genomics (GGS 1 credit hour)

*GGS Honors or Non-Honors Research (GGS 4XX) or General Elective Course (3 credit hours)

Fundamentals of Biochemistry (CH 460; 3 credit hours)

General Elective Course (3 credit hours)

Core II or IV (3 credit hours)

Total Credits=16

Senior Year

Fall Semester-

**Elective GGS/Biology 400 Level Class (3 credit hours)

#Colloquium in Genetics and Genomics (GGS 1 credit hour)

GGS Honors or Non-Honors Research** (GGS or General Elective Course (3 credit hours)

College Physics I and Laboratory (PH 201/221; 4 credit hours)

Core II or IV (3 credit hours)

Total Credits=14

Spring Semester-

**Elective GGS/Biology 400 Level Class (3 credit hours)

#Colloquium in Genetics and Genomics (GGS 3M; 1 credit hour) *GGS

Honors or Non-Honors Senior Seminar* * (GGS 4XX: 3 credit hours)

College Physics II & Laboratory (PH 202/222; 4 credit hours)

Core II or IV (3 credit hours)

General Elective Courses (5 credit hours, 2 credit hours if taking Honors or NonHonors Senior Seminar class)

Total Credits=16

120 Total Credit Hours

DECISION ITEM C-8: University of West Alabama, Bachelor of Arts/Bachelor of Science in Sport Management (CIP 31.0504)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Description: The purpose of this program is to provide undergraduates the opportunity to obtain employment within the field of Sport Management, related sub-disciplines, and/or prepare the student for graduate study in Sport Management. The graduate would be able to enter into a gateway of careers including coaching, sport finance, fitness, health, sport law, sport management, sport marketing, and sales. The program's purpose is also related to the University of West Alabama's mission of serving the students of the State of Alabama and in particular the students of the West Alabama area. Through excellence in teaching, advising, a commitment to lifelong learning, research, and service, the program will provide students the skillset to perform in a global workplace.

Role: The proposed program is within the role of the University of West Alabama (UWA).

Mode of Delivery: According to the proposal, a significant number of courses in the program will be offered online, about 50 percent.

Similar Programs: Similar baccalaureate programs under CIP 31.0504 in the Academic Program Inventory are located at the following institutions: Alabama A&M University; Athens State University; and Troy University.

Collaboration: Collaboration with other institutions is not being considered at this time.

Resources: A total of \$0 in estimated new funds will be needed for the program over the first five years. A total of \$1,704,008 will be available through internal reallocation and tuition over that period.

Public Review: The program was posted on the Commission website from July 6 thru July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to UWA officials, graduates of the proposed program will have the base knowledge to pursue entry-level positions related to a Sport and Entertainment Agent, Event Manager Coordinator, Ticket Sales Manager, Coach, Football Operations Manager, Sport Marketer, Promoter, Sport Finance Manager, and Fitness Center Manager.

DECISION ITEM C-8: University of West Alabama, Bachelor of Arts/ Bachelor of Science in Sport Management (CIP 31.0504)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts/Bachelor of Science (BA/BS) in Sport Management with the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 9, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2021-21 (five-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or enrolling in graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of West Alabama program proposal, dated June 6, 2016. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	University of West Alabama
PROGRAM	Bachelor of Arts/Bachelor of Science in Sport Management (CIP 31.0504)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$1,500,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$29,144	\$36,430	\$43,716	\$47,359	\$47,359	\$204,008
TOTAL	\$329,144	\$336,430	\$343,716	\$347,359	\$347,359	\$1,704,008

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
HEADCOUNT ENROLLMENT	8	10	12	13	13	11
NEW ENROLLMENT HEADCOUNT	6	8	10	10	10	9
						5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	4	5	9	9	11	8

Attachment 2

Summary of Background Information

Bachelor of Arts/Bachelor of Science in Sport Management
University of West Alabama

Role: The proposed program is within the role of the University of West Alabama (UWA).

Program Description: The purpose of this program is to provide undergraduates the opportunity to obtain employment within the field of Sport Management, related sub-disciplines, and/or prepare the student for graduate study in Sport Management. The graduate would be able to enter into a gateway of careers including coaching, sport finance, fitness, health, sport law, sport management, sport marketing, and sales. The program's purpose is also related to the University of West Alabama's mission of serving the students of the State of Alabama and in particular the students of the West Alabama area. Through excellence in teaching, advising, a commitment to lifelong learning, research, and service, the program will provide students the skillset to perform in a global workplace.

Student learning outcomes of the proposed program will be determined by the following:

1. The student will demonstrate knowledge of Sport Management concepts including, but not limited to an understanding of management, marketing, sport finance, sport communication, sport law, international sport, and sport governance and their application in the workplace.
2. The student will exhibit the understanding of the aforementioned concepts and subject matter in a practical setting such as practicum experiences and or internship experience.
3. Students will demonstrate the understanding of global sport management concepts including models of cultural analysis, individual differences, dimensions of diversity, and global cooperation for success.
4. Students will demonstrate familiarity and procedures related to ethical "good practice" and conduct.
5. Students will demonstrate the ability to use qualitative and quantitative measures to analyze and solve problems in an ethical content.
6. The student will demonstrate proficient communication skills, positive professional disposition and knowledge of professional business environment.
7. The student will demonstrate the use of technology to analyze and interpret data, and understand the importance of this information in a dynamic business world.

Administration: The program will be administered by the College of Education, Dr. Jan Miller, Dean; and the Department of Physical Education and Athletic Training, R.T. Floyd, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISIP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were no objections to the NISIP or program proposal.

Accreditation: The governing body for accreditation of the proposed program is the Commission of Sport Management Accreditation (COSMA). The program currently has student members and one professional member of this professional organization. UNA will seek full accreditation by summer 2017. COSMA is also affiliated with the North American Society for Sport Management (NASSM), the major sport management professional organization.

Curriculum: There will be no new courses in proposed program. The program will have the following requirements:

Credit hours required in major:	33 sh
Credit hours in general education:	60 sh
Credit hours in the minor:	24 sh
Credit hours required in free elective:	6 sh
Total:	123 sh

Collaboration: Collaboration with other institutions is not being considered at this time.

Distance Education: According to the proposal, a significant number of courses in the program will be offered online, about 50 percent.

Admissions: Graduates of accredited secondary schools, who have graduated with at least a “C” average on all high school work attempted, may be considered for admission to UWA by presenting the following: (1) a high school transcript showing date of graduation and credit for a minimum of fifteen acceptable units, and (2) acceptable scores on either the American College Test (ACT) or Scholastic Aptitude Test (SAT). Such graduates who have a composite ACT score or SAT score, which indicates that they can do acceptable work at this institution and who have satisfactory grades in academic subjects in high school, may be admitted directly by the Admissions Office.

Need: According to UWA officials, the State of Alabama is known nationally for excellence in many different sports. Much of the economy and subsequent employment revolve around the integration of sport business into the state’s cities, government and communities. The relevance of this economic engine is directly related to producing graduates capable to take leadership roles within any facet of sport and sport management. Review of the top tourism destinations within the State of Alabama include Tuscaloosa, Auburn, Talladega, Birmingham, and Huntsville; all of these major tourism areas are related to sporting events. Graduates of the program will be able to understand the complexities related to successful planning, budgeting, and supervising all sporting events. Therefore, the graduates will become viable participants, employees, managers, and coordinators of these events.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	8	10	10	10	12	<u>50</u>
State	20	20	25	30	30	<u>125</u>
SREB	100	110	120	130	140	<u>600</u>
Nation	1,000	1,000	1,000	1,000	1,000	<u>5000</u>

According to the Bureau of Labor Statistics, Occupational Employment NAICS 711200 information, the average growth of jobs related to coaching, referees, management, event management, sport law, communication, and marketing is approximately 7 percent – 10 percent combined in 2015. The overall open-ended career choices involved in sport management allow graduates to seek employment in multiple sub-disciplines.

Local figures are estimates based on number of coaching, and sport opportunities (golf course management, children's leagues, summer camps, etc.) within the West Alabama (Sumter, Pickens, Green, and Marengo Counties) region. Local figures are estimated based on the population of the

University's Black Belt service region, which is approximately 13 percent of Alabama's total population.

Student Demand: According to the proposal, there has been a steady demand for the Sport Management program as students understand the industry of sport and possible earning potential related to this field. The number of students receiving the existing Physical Education (Sport Management Emphasis) Bachelor of Science degree indicate a demand for increased stature of the major.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 7

Part-time: 0

Current Support Faculty—

Full-time: 1

Part-time: 0

Additional qualified faculty to be hired:

Primary Faculty

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: No new staff members are necessary.

Equipment: No new or special equipment is needed for the proposed program.

Facilities: No new facilities are needed for the program.

Library: According to university officials, the library collection assessment found sufficient resources to support the proposed program.

Program Budget: A total of \$0 in estimated new funds will be needed for the program over the first five years. A total of \$1,704,008 will be available through internal reallocation and tuition over that period.

Attachment 3

Bachelor of Arts/Bachelor of Science in
Sport Management
Curriculum

Sport Management (Non-Teaching)

Basic Curriculum

I. Written Composition: 6 hours

A. Six semester hours from the following sequences:

- EH 101. Written English I (3)
 - EH 102. Written English II (3)
- OR
- EH 103. Honors English I (3)
 - EH 104. Honors English II (3)

II. Humanities and Fine Arts: 12 hours

A. Six semester hours from the following sequences:

- EH 221. British Literature I (3)
 - EH 222. British Literature II (3)
- OR
- EH 231. American Literature I (3)
 - EH 232. American Literature II (3)
- OR
- EH 213. Honors Literature I (3)
 - EH 214. Honors Literature II (3)

B. Three semester hours from the following:

- SH 100. Principles of Public Speaking (3)
- SH 150. Professional Speaking (3)

C. Three semester hours from the following:

- AT 100. Introduction to Art (3)
 - MU 100. Introduction to Music (3)
 - TH 100. Introduction to Theatre (3)
- OR
- HR 100. Honors Forum (1)
 - HR 200. Honors Special Topics: Interdisciplinary (2)

III. Natural Sciences and Mathematics: 11 hours

A. One of the following:

- **BY 101. Introductory Biology I (4)**
- BY 103. Honors Biology (4)

B. Three semester hours from the following:

- MH 113. Precalculus Algebra (3) or higher

C. Four semester hours from the following:

- **BY 102. Introductory Biology II (4)**
- CH 101. Introductory General Chemistry (4)
- CH 111. General Chemistry I (4)
- EN 100. Introduction to Environmental Sciences (4)
- ES 100. Introduction to Geology (4)
- PH 190. Astronomy (4)
- PH 201. College Physics I (4)

IV. History, Social, and Behavioral Sciences: 15 hours

A. Six semester hours from the following sequences:

- HY 101. History of Western Civilization I (3)
 - HY 102. History of Western Civilization II (3)
- OR
- HY 103. Honors Western Civilization (3)
 - HY 104. Honors Western Civilization II (3)

OR

- HY 211. American History I (3)
- HY 212. American History II (3)

B. Nine semester hours from Social and/or Behavioral Sciences:

- EC 201. Principles of Microeconomics (3)
- EC 202. Principles of Macroeconomics (3)

One of the following:

- PY 100. General Psychology (3)
- SY 100. Principles of Sociology (3)

V. Other Core Requirements: 16 hours

- BY 231. Human Anatomy and Physiology I (4)
- PE 251. Concepts of Health, Wellness, and Fitness (3)
- SM 200. Introduction to Sport Management (3)
- SM 282. Teaching, Coaching and Officiating Sports (3)
- Activity Classes (choose any one from PE 100 to PE 126) (1)

Foundation Courses: 2 hours

Choose any one from the two groups below:

Activity Based Group:

- PE 202. Racquet and Paddle Sports (2)
- PE 203. Recreational Activities (2)
- PE 204. Indoor Team Sports (2)
- PE 205. Outdoor Team Sports (2)

Fitness Based Group:

- EX 241. Strength, Speed, and Power Training (2)
- EX 242. Flexibility (2)
- EX 246. Endurance Training (2)

VI. UWA Experience: 2 hours

A. Two semester hours from the following:

- UWA 101. Freshman Seminar (2)

Sport Management Requirements: 60 hours

- EX 443 or PE 443. Kinesiology (3)

OR

- EX 444 or PE 444. Exercise Physiology (3)
- SM 336. Sport Management Seminar (3)
- SM 407. Special Topics in Sport Management (3)
- SM 432. Organization and Administration in Human Performance (3)
- SM 434. Sport and Exercise Law (3)
- SM 439. Sport Management Internship (9)
- SM 465. Psychology and Sociology of Human Performance (3)

Approved Sport Management electives (9)

- MG 410. Leadership (3)
- MK 480. Market Research (3)
- SM 433. Athletic Administration Seminar (3)
- SM 450. Fitness Management (3)
- SY 200. Foundations of Sociological Inquiry (3)
- SY 325. Sports in Society (3)

Business Administration Minor: 24 hours

This minor is required as part of this emphasis.

- AC 211. Accounting I (3)
- AC 212. Accounting II (3)
- BA 263. Business Law and Legal Environment (3)
- BA 420. Business Communications (3)
- CS 205. Microcomputer Applications (3)
- FI 300. Finance (3)
- MG 300. Management (3)
- MK 300. Marketing (3)

DECISION ITEM C-9: University of West Alabama, Bachelor of Arts/Bachelor of Science in Health Sciences (CIP 51.0000)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Description: The purpose of the Health Sciences program is to provide students with a bachelor's degree preparing them for competitive admission to professional schools in the health sciences or toward other non-clinical careers, including pharmaceutical sales, wellness coordination, medical equipment sales, healthcare advocacy or medical office administration.

Role: The proposed program is within the role of the University of West Alabama (UWA).

Mode of Delivery: According to the proposal, a significant number of courses in the program will be offered online, about 50 percent.

Similar Programs: There are no similar programs listed at CIP 51.0000 in the Academic Program Inventory.

Collaboration: Since there are no other similar programs in the state, collaboration will not be sought at this time.

Resources: A total of \$0 in estimated new funds will be needed for the program over the first five years. A total of \$212,534 will be available through tuition over that period.

Public Review: The program was posted on the Commission website from July 6 thru July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to UWA's proposal, there has been an increase in the number of athletic training positions within industry, physician practices, physical therapy clinics and related settings in recent years in Alabama.
2. The program will have tracks in Athletic Training, Occupational Therapy; Physical Therapy, and Physician Assistant.

DECISION ITEM C-9: University of West Alabama, Bachelor of Arts/ Bachelor of Science in Health Sciences (CIP 51.0000)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts/Bachelor of Science (BA/BS) in Health Sciences with the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2021-22 (three-year average) will be at least 9, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or enrolling in graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of West Alabama program proposal, dated June 6, 2016. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	University of West Alabama
PROGRAM	Bachelor of Arts/Bachelor of Science in Health Sciences (CIP 51.0000)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
*TUITION	\$23,218	\$39,292	\$46,436	\$48,222	\$55,366	\$212,534
TOTAL	\$23,218	\$39,292	\$46,436	\$48,222	\$55,366	\$212,534

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
HEADCOUNT ENROLLMENT	7	12	14	15	17	13
NEW ENROLLMENT HEADCOUNT	6	6	8	8	10	8
DEGREE COMPLETION PROJECTIONS	0	0	6	10	10	9
						3-YEAR AVERAGE

Attachment 2

Summary of Background Information

Bachelor of Arts/Bachelor of Science in Health Sciences
University of West Alabama

Role: The proposed program is within the role of the University of West Alabama (UWA).

Program Description: The purpose of the Health Sciences program is to provide students with a bachelor's degree preparing them for competitive admission to professional schools in the health sciences or toward other non-clinical careers, including pharmaceutical sales, wellness coordination, medical equipment sales, healthcare advocacy or medical office administration.

Graduates of the proposed program will:

- Apply scientific knowledge in a practical setting.
- Demonstrate interdisciplinary competency in Natural Science and Mathematics, Exercise Science, and Athletic Training.
- Demonstrate critical thinking skills through course and laboratory work.
- Demonstrate creative problem solving through course and laboratory work.

Administration: The program will be administered by the College of Education, Dr. Jan Miller, Dean; and the Department of Physical Education and Athletic Training, R.T. Floyd, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were no objections to the NISP or program proposal.

Accreditation: There is no specialized accreditation for the proposed program.

Curriculum: The program will have the following requirements:

Credit hours required in major:	56 sh
Credit hours in general education:	60 sh
Credit hours required in free elective:	4 sh
Total:	120 sh

Collaboration: Since there are no other similar programs in the state, collaboration will not be sought at this time.

Distance Education: According to the proposal, a significant number of courses in the program will be offered online, about 50 percent.

Admissions: Graduates of accredited secondary schools, who have graduated with at least a "C" average on all high school work attempted, may be considered for admission to UWA by presenting the following: (1) a high school transcript showing date of graduation and credit for a minimum of fifteen acceptable units, and (2) acceptable scores on either the American College Test (ACT) or Scholastic Aptitude Test (SAT). Such graduates who have a composite ACT score or SAT score which indicates that they can do acceptable work at this institution and who have satisfactory grades in academic subjects in high school may be admitted directly by the Admissions Office.

Need: According to UWA officials, graduates of the program will have the required prerequisites for their chosen professional program of masters or doctoral study in Athletic Training, Occupational Therapy, Physical Therapy or Physician Assistant. Graduates may also use this

degree to pursue employment in other non-clinical careers, including pharmaceutical or medical equipment sales, wellness coordination, healthcare advocacy or medical office administration.

Current & Projected Need	Current Position Vacancy Notices		Occupational Projections through 2022	
	Alabama	United States	Alabama	United States
Athletic Trainers	56	8,431	26.9% increase	21.2% increase
Occupational Therapists	479	33,807	32.5% increase	29.0% increase
Physical Therapists	1,270	85,688	34.5% increase	36.0% increase
Physician Assistants	643	65,007	34.9% increase	38.4% increase
	2,448	192,933		

Student Demand: For each of the last several years, the total number of undergraduate majors in athletic training and exercise science at UWA at the beginning of the fall semester has averaged well above 100 students with at least one-third of those students expressing a desire to continue toward advanced studies in athletic training, occupational therapy, physical therapy and physician assistant. This has continued to be the trend for the last several years with no obvious signs of diminishing. There are also a number of students in other majors at UWA who have expressed similar desires of pursuing graduate study in these areas. As the professional degree to enter the field of athletic training moves to the master's level and the undergraduate option is eliminated, the demand is expected to increase in undergraduate students desiring a degree that prepares them for acceptance into these new master's programs.

Resources:

Faculty/Staff:

Current Primary Faculty—
 Full-time: 13
 Part-time: 1
 Current Support Faculty—
 Full-time: 1
 Part-time: 0

Additional qualified faculty to be hired:
 Primary Faculty
 Full-time: 0
 Part-time: 0
 Support Faculty—
 Full-time: 0
 Part-time: 0

Support Staff: No new staff members are necessary.

Equipment: No new or special equipment is needed for the propose program.

Facilities: No new facilities are needed for the program.

Library: According to university officials, the library collection assessment found sufficient resources to support the proposed program.

Program Budget: A total of \$0 in estimated new funds will be needed for the program over the first five years. A total of \$212,534 will be available through tuition over that period.

Attachment 3

**Bachelor of Arts/Bachelor of Science in
 Health Sciences
 Curriculum**

Health Sciences Basic Curriculum	
I. Written Composition: 6 hours	
A. Six semester hours from the following sequences:	
EH 101 - Written English I	3
EH 102 - Written English II	3
OR	
EH 103 - Honors English I	3
EH 104 - Honors English II	3
II. Humanities and Fine Arts: 12 hours	
A. Six semester hours from the following sequences:	
EH 221 - British Literature I	3
EH 222 - British Literature II	3
OR	
EH 231 - American Literature I	3
EH 232 - American Literature II	3
OR	
EH 213 - Honors Literature I	3
EH 214 - Honors Literature II	3
B. Three semester hours from the following:	
SH 100 - Principles of Public Speaking	3
SH 150 - Professional Speaking	3
C. Three semester hours from the following:	
AT 100 - Introduction to Art	3
MU 100 - Introduction to Music	3
TH 100 - Introduction to Theatre	3
OR	
HR 100 - Honors Forum	1
HR 200 - Honors Special Topics: Interdisciplinary	2
III. Natural Sciences and Mathematics: 15 hours	
A. One of the following two courses:	
BY 101 - Principles of Biology	4

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BY 103 - Honors Biology	4
B. Eight semester hours from the following:	
CH 111 - General Chemistry I	4
Four semester hours from the following:	
BY 222 - General Zoology	4
CH 112 - General Chemistry II	4
PH 201 - College Physics I	4
PH 202 - College Physics II	4
C. Three semester hours from the following:	
MH 113 - Precalculus Algebra or higher	3
IV. History, Social, and Behavioral Sciences: 12 hours	
A. Six semester hours from the following sequences:	
HY 101 - History of Western Civilization I	3
HY 102 - History of Western Civilization II	3
OR	
HY 103 - Honors Western Civilization	3
HY 104 - Honors Western Civilization II	3
OR	
HY 211 - American History I	3
HY 212 - American History II	3
B. Six semester hours from Social and/or Behavioral Sciences:	
PY 100 - General Psychology	3
Three semester hours from the following:	
AN 100 - Introduction to Anthropology	3
SY 100 - Principles of Sociology	3
SY 110 - Social Problems	3
V. Other Core Requirements: 15 hours	
A. Fourteen hours from the following: 14 hours	4
BY 231 - Human Anatomy and Physiology I	
BY 232 - Human Anatomy and Physiology II	4
BY 234 - Medical Terminology	3
PE 251 - Concepts of Health, Wellness, and Fitness	3
B. Advisor Approved Elective: 1 hour	
Health Sciences Comprehensive Major Requirements: 56 hours	
<i>In all cases at least 28 hours must be from 300-400 level classes</i>	
I. Statistics (3-4 hours)	
MH 246 - Introduction to Biostatistics	4
PY 370 - Statistics for the Social Sciences	3
SY 370 - Statistics for the Social Sciences	3
II. Professional Track (Choose one of the following tracks)	
A. Athletic Training Track (23 hours)	
AH 200 - Introduction to Athletic Training	3
EX 442 - Sport and Exercise Nutrition	3
EX 443 - Kinesiology	3
EX 444 - Exercise Physiology	3
EX 445 - Exercise Physiology Lab	1
EX 446 - Biomechanics of Human Movement	3
EX 470 - Development of Strength and Conditioning Programs	3
PH 201 - College Physics I	4
B. Occupational Therapy Track (20-39 hours)	3
EX 443 - Kinesiology	
EX 446 - Biomechanics of Human Movement	3
PH 201 - College Physics I	4
Six to nine hours from the following:	
AN 200 - Cultural Anthropology	3
PY 310 - Developmental Psychology	3
PY 320 - Abnormal Psychology	3
PY 325 - Physiological Psychology	3
PY 340 - Sensation and Perception	3
PY 350 - Cognitive Psychology	3

PY 428 - Health Psychology	3
One or more of the following:	
BY 330 - Hematology	4
BY 331 - Immunology	4
BY 340 - Microbiology	4
BY 428 - Vertebrate Zoology	4
BY 431 - Histology	4
BY 472 - Cell Biology	4
C. Physical Therapy Track (23-30 hours)	
BY 222 - General Zoology	4
PH 201 - College Physics I	4
PH 202 - College Physics II	4
Three to six hours from the following:	
AN 200 - Cultural Anthropology	3
PY 310 - Developmental Psychology	3
PY 320 - Abnormal Psychology	3
PY 325 - Physiological Psychology	3
PY 340 - Sensation and Perception	3
PY 350 - Cognitive Psychology	3
PY 428 - Health Psychology	3
Eight to twelve hours from the following:	
BY 330 - Hematology	4
BY 331 - Immunology	4
BY 340 - Microbiology	4
BY 428 - Vertebrate Zoology	4
BY 431 - Histology	4
BY 472 - Cell Biology	4
BY 474 - Human Physiology	4
CH 112 - General Chemistry II	4
D. Physician Assistant Track (23-34 hours)	
BY 222 - General Zoology	4
BY 340 - Microbiology	4
BY 474 - Human Physiology	4
CH 112 - General Chemistry II	4
Three to six hours from the following:	
AN 200 - Cultural Anthropology	3
PY 310 - Developmental Psychology	3
PY 320 - Abnormal Psychology	3
PY 325 - Physiological Psychology	3
PY 340 - Sensation and Perception	3
PY 350 - Cognitive Psychology	3 3
PY 428 - Health Psychology	
One or more of the following:	
BY 330 - Hematology	4
BY 331 - Immunology	4
BY 380 - Genetics	4
BY 471 - Biochemistry I	4
III. Health Sciences Electives (13-33 hours)	
A. 100-200 Level Electives (0-17 hours)	
<i>Athletic Training - No more than 17 hours from the following:</i>	
<i>Occupational Therapy - No more than 17 hours from the following:</i>	
<i>Physical Therapy - No more than 5 hours from the following:</i>	
<i>Physician Assistant - No more than 13 hours from the following:</i>	
AH 200 - Introduction to Athletic Training	3
AH 220 - Injury/Illness Assessment	2
AN 200 - Cultural Anthropology	3
BA 263 - Business Law and Legal Environment	3
BY 222 - General Zoology	3
BY 233 - Applied Nutrition	4
BY 240 - Applied Microbiology	4
CH 111 - General Chemistry I	4
CH 112 - General Chemistry II	4
CH 241 - Organic Chemistry I	4

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CH 242 - Organic Chemistry II	4
MH 114 - Precalculus Trigonometry	3
MH 121 - Calculus I	4
MH 122 - Calculus II	4
PH 201 - College Physics I	4
PH 202 - College Physics II	4
PH 211 - Technical Physics I	4
PH 212 - Technical Physics II	4
PL 204 - Medical Ethics	3
B. 300-400 Level Electives	
<i>At least 28 credit hours at the 300-400 level must be selected from Area I., II. and III. B. Select courses from below, as desired, to fulfill the 28+ hour 300-400 level credit requirement.</i>	
<i>Athletic Training - No less than 9 hours from the following:</i>	
<i>Physical Therapy - No less than 7 hours from the following:</i>	
AH 300 - General Medical Aspects of Athletic Training	2
AH 322 - Evaluation of Injuries I	3
AH 323 - Evaluation of Injuries I Laboratory	1
AH 324 - Evaluation of Injuries II	3
AH 325 - Evaluation of Injuries II Laboratory	1
AH 330 - Therapeutic Modalities in Athletic Training	3
AH 331 - Therapeutic Modalities in Athletic Training Laboratory	1
AH 340 - Rehabilitation of Injuries	3
AH 341 - Rehabilitation of Injuries Laboratory	1
BY 330 - Hematology	4
BY 331 - Immunology	4
BY 340 - Microbiology	4
BY 380 - Genetics	4
BY 428 - Vertebrate Zoology	4
BY 431 - Histology	4
BY 471 - Biochemistry I	4
BY 472 - Cell Biology	4
BY 474 - Human Physiology	4
CH 321 - Quantitative Analysis	4
EX 345 - Motor Learning and Development	3
EX 348 - Personal Training	4
EX 349 - Personal Training Practicum	1
EX 442 - Sport and Exercise Nutrition	3
EX 443 - Kinesiology	3
EX 444 - Exercise Physiology	3
EX 445 - Exercise Physiology Lab	1
EX 446 - Biomechanics of Human Movement	3
EX 470 - Development of Strength and Conditioning Programs	3
EX 472 - Performance Enhancement Specialist	3
EX 474 - Corrective Exercise Specialist	3
FI 300. - Finance	3
MG 300. - Management	3
MK 300. - Marketing	3
PE 423 - Adapted Physical Education	3
PY 310 - Developmental Psychology	3
PY 320 - Abnormal Psychology	3
PY 325 - Physiological Psychology	3
PY 330 - Social Psychology	3
PY 340 - Sensation and Perception	3
PY 350 - Cognitive Psychology	3
PY 428 - Health Psychology	3
SH 330 - Interpersonal Communication	3
Advisor approved 300-400 electives	1-4

Total

120 hours

DECISION ITEM C-10: University of West Alabama, Associate in Applied Science in Automotive Engineering Technology (CIP 15.0803)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Description: The University of West Alabama currently offers a non-degree program in Automotive Technology, which was primarily designed to meet the needs of the automotive industry, in particular to fulfill a request by Mercedes Benz U.S. Incorporated (MBUSI) in Vance, AL. Due to the high skilled job requirements with MBUSI and the automotive industry, graduates need additional training above the requirements of a certificate in automotive, thus justifying the need for two-year Associate degree in Automotive Engineering Technology.

Role: The proposed program is within the role of the University of West Alabama (UWA).

Mode of Delivery: According to the proposal, due to the technical nature of the existing non-degree program and proposed AAS degree, the courses do not lend themselves to utilize distance education.

Similar Programs: Automotive Engineering Technology programs at the Associate level are located at CIP 15.0803 in the Academic Program Inventory at the following colleges: Drake State Community and Technical College; Lawson State Community College; Trenholm State Community College; and Wallace State Community College (Hanceville).

Collaboration: The University of West Alabama and Shelton State Community College will partner in providing quality, trained graduates. The program will be driven primarily by the needs of MBUSI in Vance, AL.

Resources: A total of \$99,835 in estimated new funds will be needed for the program over the first five years. A total of \$619,310 will be available through tuition over that period.

Public Review: The program was posted on the Commission website from July 6 thru July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The UWA partnered with Mercedes Benz United States International (MBUSI) in Vance, Alabama to offer the AAS in Automotive Engineering Technology to meet the growing job market demands by MBUSI.
2. According to UWA officials, students who qualify for employment with MBUSI and maintain a "B" average in coursework each semester will receive 65, 70, 80 and then 100 percent tuition remission prospectively each semester.

DECISION ITEM C-10: University of West Alabama, Associate in Applied Science in Automotive Engineering Technology (CIP 15.0803)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science (AAS) in Automotive Engineering Technology with the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 17, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 12, based on the proposal.
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of West Alabama program proposal, dated June 9, 2016. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of West Alabama

PROGRAM Associate in Applied Science in Automotive Engineering Technology (CIP 15.0803)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$52,362	\$47,473	\$0	\$0	\$0	\$99,835
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$52,362	\$47,473	\$0	\$0	\$0	\$99,835

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$72,860	\$109,290	\$145,720	\$145,720	\$145,720	\$619,310
TOTAL	\$72,860	\$109,290	\$145,720	\$145,720	\$145,720	\$619,310

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
HEADCOUNT ENROLLMENT	10	15	20	20	20	17
NEW ENROLLMENT HEADCOUNT	10	15	20	20	20	17
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	7	10	15	15	12

Attachment 2

Summary of Background Information

Associate in Applied Science in Automotive Engineering Technology
University of West Alabama

Role: The proposed program is within the role of the University of West Alabama (UWA).

Objectives: The University of West Alabama currently offers a non-degree program in Automotive Technology, which was primarily designed to meet the needs of the automotive industry, in particular to fulfill a request by Mercedes Benz U.S. Incorporated (MBUSI) in Vance, AL. Due to the high skilled job requirements with MBUSI and the automotive industry, graduates need additional training above the requirements of a certificate in automotive, thus justifying the need for two-year Associate degree in Automotive Engineering Technology.

Student learning outcomes will be assessed by the following:

- 1) The student will demonstrate effective written communication skills that are sequential, logical, and effectively organized.
- 2) The student will demonstrate effective reading and comprehension skills needed to understand materials written at different levels for a variety of purposes.
- 3) The student will demonstrate effective oral communication skills using unity of thought and logical arrangement of ideas.
- 4) The student will demonstrate knowledge of basic computer skills through the use of hardware, software, and/or programming.
- 5) The student will demonstrate critical thinking skills by processing, analyzing, and evaluating information.
- 6) The student will demonstrate the ability to comprehend and apply the scientific method and concepts.
- 7) The student will demonstrate the ability to articulate course knowledge and to validate course skills.

Administration: The program will be administered by the College of Business and Technology, Dr. Wayne Bedford, Dean; and the Department of Computer Information Systems and Technology, Dr. Donnie Cobb, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were no objections to the NISP or program proposal.

Accreditation: The National Automotive Technician Education Foundation (NATEF) is the accrediting body for the proposed program. UWA officials plan to seek accreditation if the proposed program is approved.

Curriculum: The program will have the following requirements:

Credit hours required in major:	39 sh
Credit hours in general education/core curriculum:	23 sh
Total:	62 sh

Collaboration: The University of West Alabama and Shelton State Community College will partner in providing quality, trained graduates. The program will be driven primarily by the needs of MBUSI in Vance, AL.

Distance Education: According to the proposal, due to the technical nature of the existing non-degree program and proposed AAS degree, the courses do not lend themselves to utilize distance education.

Admissions: Students can be admitted to the proposed program with an ACT score of 17 for conditional admittance, and ACT score of 18 or above unconditional admittance.

Need: The UWA is currently an educational partner with MBUSI in Vance, Alabama offering the automotive technology certificate. After implementing the certificate program, MBUSI requested UWA develop the proposed Associate in Applied Science degree in Automotive Engineering Technology to meet the growing job market demands by MBUSI. This is a great opportunity for UWA, and especially for the west Alabama part of the state which is overburdened by extremes including dangerous levels of poverty, poor test scores, low standards of living, high unemployment rates and low levels of funding. The partnership between UWA and MBUSI will provide graduates with quality technical skills that will enable them to pursue related business and industry jobs regionally. Additionally, the top seventy-five percent of graduates of the automotive program are offered full-time employment with MBUSI.

Student Demand: Student demand for the program is based on the employment needs of MBUSI in Vance, Alabama since MBUSI selects and hires employees and then sends them to UWA for training. MBUSI has projected sending up to 10 students per year for automotive training at UWA.

Resources:

Faculty/Staff:

Current Primary Faculty—

Full-time: 1
Part-time: 0

Current Support Faculty—

Full-time: 0
Part-time: 0

Additional qualified faculty to be hired:

Primary Faculty

Full-time: 0
Part-time: 0

Support Faculty—

Full-time: 0
Part-time: 0

Equipment: The following equipment will be needed for the proposed program: Tool Set and Cabinet; Torque Certification Kit; Meter Certification Kit; Ohm's Law/DC Circuits Trainer; Electric Board Trainers; Transmission Repair Equipment; Engine/Performance Repair Equipment; Air-Conditioning Equipment; and a Stealth ASD20B Floor Scrubber.

Facilities: No new facilities are needed for the program.

Library: According to university officials, the library collection assessment found sufficient resources to support the proposed program.

Program Budget: A total of \$99,835 in estimated new funds will be needed for the program over the first five years. A total of \$619,310 will be available through tuition over that period.

Attachment 3

**University of West Alabama
 Associate in Applied Science in
 Automotive Engineering Technology
 Curriculum**

Course Number and Title	Number of Credit Hours
AU 101 Fundamentals of Automotive Technology	3
AU 112 Electrical Fundamentals	3
AU 124 Automotive Engines	3
AU 127 Automotive Braking & Steering/Steering Suspension	3
AU 130 Drive Trains and Axles	3
AU 133 Heating Ventilation & Air Conditioning	3
AU 162 Electrical Electronic Systems	3
AU 212 Advanced Electrical/Electronic Systems	3
AU 235 Transmissions & Transaxles	3
AU 239 Engine Performance	3
AU 244 Engine Performance & Diagnostics	3
AU 291 Work-Based Learning	3
AU 293 Work-Based Learning	3
CS 205 Microcomputer Applications	3
EH 101 Written English I	3
MH 113 Pre-calculus Algebra	3
PY 101 Human Relations	3
SH 100 Fundamentals of Public Speaking	3
TY 210 Industrial Mechanics	3
TY 230 Basic Blueprint and CAD	3
UWA 101 Freshman Seminar	2
Total =	62 hrs

DECISION ITEM C-11: Jacksonville State University, Master in Social Work (CIP 44.0701)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Objective: The purpose of the proposed degree program is to provide a high quality education to graduate social work students that prepares them for advanced, ethical, evidence-based social work practice and professional leadership, in order to address local, regional, and national workforce needs for social work services. The MSW degree provides students with the knowledge, skills, values, and intellectual curiosity that prepares them for life-long learning, ongoing professional development, and public service as advanced social work professionals.

Role: The proposed program is within the instructional role recognized for Jacksonville State University (JSU).

Mode of Delivery: According to the proposal, distance technology supported education will be a component in the MSW program at JSU; however, the MSW at JSU is not proposed as an online degree program. JSU will use hybrid/blended educational technology to support the curriculum.

Similar Programs: The following state institutions offer the MSW degree; however, the focus/concentration areas at these institutions differs from the program developed at JSU: 1) University of Alabama, 2) Alabama A&M University, and 3) Troy University. According to the proposal, the JSU MSW program will be an Advanced Generalist Curriculum with a focus on rural/non-urban practice. Such a focus for the MSW degree is not available at any other institution in the state, and therefore, not duplicative. There are several SREB institutions offering the MSW degree; all with their own specified focus or emphasis.

Collaboration: While there are no current plans for collaboration, JSU is open to future collaboration with other institutions.

Resources: The proposal projected that a total of \$1,847,816 in estimated new funds will be required to support the proposed program. A total of \$2,035,246 will be available through extramural funds, internal reallocations, and tuition.

Public Review: The program was posted on the Commission website from July 6 through July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The BSW program at JSU has been accredited since 1988 and has graduated over 1,300 students. The average BSW enrollment per academic year has been 200 or more student majors for over 15 years. Many of the past and present students are interested in pursuing an MSW.
2. The health and social service needs of residents living in rural and non-urban communities frequently exceeds the capacity of what existing human service agencies can provide. Human service agencies cannot meet the needs of our residents because of the shortages of licensed service providers. The JSU MSW program would focus on students from rural and non-urban communities so they could in turn remain in their rural home communities and provide quality services to Alabama residents.

3. JSU will offer an Advanced Generalist Practice MSW curriculum. This is the fastest growing academic concentration for MSW programs in the United States. An advanced generalist practitioner is someone ready to intervene across many systems and with many different populations to address current and emerging issues and maximize the odds of successful outcomes for human and environmental well-being. This curriculum is particularly indicated for academic programs graduating students that will be working in rural and non-urban communities that have very limited infrastructure and capacity.
4. There appears to be strong student demand for the program.

DECISION ITEM C-11: Jacksonville State University, Master in Social Work (CIP 44.0701)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master in Social Work with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 15, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 14, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Jacksonville State University (JSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Letter from State of Alabama Department of Public Health Karen Phillips to JSU, attached.

5. Letter from the Office of the District Attorney (Seventh Judicial District, State of Alabama), Brian McVeigh to JSU.
6. Jacksonville State University program proposal, dated April 21, 2016. Available upon request.
7. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	Jacksonville State University
PROGRAM	Master in Social Work (CIP 44.0701)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$145,991	\$291,982	\$356,848	\$356,848	\$356,848	\$1,508,517
LIBRARY	\$6,640	\$7,304	\$8,034	\$8,837	\$9,720	\$40,535
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$5,000	\$5,000	\$3,500	\$0	\$0	\$13,500
STAFF	\$0	\$0	\$40,894	\$40,894	\$40,894	\$122,682
ASSISTANTSHIPS	\$12,398	\$24,796	\$24,796	\$24,796	\$24,796	\$111,582
OTHER	\$5,500	\$9,500	\$12,000	\$12,000	\$12,000	\$51,000
TOTAL	\$175,529	\$338,582	\$446,072	\$443,375	\$444,258	\$1,847,816

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$81,125	\$148,050	\$199,890	\$85,893	\$86,776	\$601,734
EXTRAMURAL	\$23,582	\$23,582	\$23,582	\$23,582	\$23,582	\$117,910
TUITION	\$91,440	\$209,592	\$261,990	\$376,290	\$376,290	\$1,315,602
TOTAL	\$196,147	\$381,224	\$485,462	\$485,765	\$486,648	\$2,035,246

ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS						
	2017-18	2018-19	2019-20	2020-21	2021-22	<u>5-YEAR AVERAGE</u>
FULL TIME HEADCOUNT	8	16	20	30	30	21
PART TIME HEADCOUNT	0	0	0	0	0	0
TOTAL HEADCOUNT	8	16	20	30	30	21
NEW ENROLLMENT HEADCOUNT	8	8	20	20	20	15
DEGREE COMPLETION PROJECTIONS	0	15	8	16	16	<u>4-YEAR AVERAGE</u> 14

Attachment 2
Summary of Background Information

Master in Social Work

Jacksonville State University

Role: The proposed program is within the instructional role recognized for Jacksonville State University (JSU).

Objectives: The purpose of the proposed Master in Social Work (MSW) degree program is to provide a high quality education to graduate social work students that prepares them for advanced, ethical, evidence-based social work practice and professional leadership, in order to address local, regional, and national workforce needs for social work services. The MSW degree provides students with the knowledge, skills, values, and intellectual curiosity that prepares them for life-long learning, ongoing professional development, and public service as advanced social work professionals. The MSW program at JSU includes academic preparation for social work practice with individuals, families, groups, organizations, and communities, with an emphasis on small, non-urban and rural areas, with a goal of enhancing individual and societal wellbeing.

The MSW program will emphasize a full range of high quality experiences throughout the curriculum in terms of innovative courses, creative field work/internships, relevant research and service-learning activities, and dynamic faculty-student, student, and community-student relationships that will prepare graduates for social work careers.

The national accrediting organization for social work, the Council on Social Work Education (CSWE), provides guidelines which include mandates for measuring specific student learning outcomes identified as social work competencies and related practice behaviors. The practice behaviors represent observable components of the competencies which can be measured through the assessment process. These competencies and practice behaviors include but are not limited to the following.

Social work students will:

- Demonstrate Ethical and Professional Behavior: Measurable practice behavior- Use of supervision and consultation to guide professional judgement and behavior.
- Engage in Policy Practice: Measurable practice behavior- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Assess Individuals, Families Groups, Organizations and Communities: Measurable practice behavior- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Advance Human Rights and Social, Economic, and Environmental Justice: Measurable practice behavior- Engage in practices that advance social, economic, and environmental justice.
- Engage Diversity and Difference in Practice: Measurable practice behavior- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Engage in Practice-informed Research and Research-informed Practice: Measurable practice behavior- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Assessment: There is already a comprehensive assessment process in place for the BSW program student learning outcomes and this will serve as a model for the MSW program and will include, but will not be limited to, the following:

- Graduation rates
- Retention Rates
- Alumni surveys including employment information
- Internship/Capstone Course
- Social Work Education Assessment Package
- Field Instructor Evaluations of Student Interns
- JSU Student Exit Surveys

Additionally, the social work program will conduct annual alumni surveys to determine the accomplishments of graduates. The social work program and the JSU Office of Alumni Affairs have intentional procedures in place to track BSW alumni and those procedures will be modified to include MSW graduates. Alumni surveys will also ask alumni questions regarding licensure pass rates.

Administration: The program will be administered by Dr. Earl Wade, Dean, College of Arts and Sciences; Dr. M. Maureen Newton, Department Chairperson, Sociology and Social Work

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Three (3) votes were received; all three indicated an overall recommendation of proposal approval.

Accreditation: The Council on Social Work Accreditation (CSWE) is the agency which provides specialized accreditation for undergraduate and graduate social work degree programs. JSU currently has an accredited BSW program and will pursue accreditation for the new MSW program. This accreditation is necessary to insure students receive the education necessary to fulfill jobs that require an MSW degree from an accredited program, as well as, to pursue additional academic opportunities, such as a doctorate in social work.

Curriculum: Program Completion Requirements –
FULL TIME MSW

Credit hours required in major:	51 semester hours (sh)
Credit hours required in minor (if applicable):	0
Credit hours in institutional general education or core curriculum:	0
Credit hours in required or free electives:	9
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	60 sh

ADVANCED-STANDING MSW

Credit hours required in major:	33 semester hours (sh)
Credit hours required in minor (if applicable):	0
Credit hours in institutional general education or core curriculum:	0
Credit hours in required or free electives:	6
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	39 sh

Traditional Full-Time Program -The full-time Advanced Generalist MSW program is completed in two years. The degree requires completion of 60 hours of coursework, including 18 credit hours of field practicum.

There are 30 hours of Foundation courses in the first year including 9 credit hours of field practicum, 570 Field Practicum I. Additional courses include: SW 505 Advanced Generalist Practice with Individuals, SW 506 Advanced Generalist Practice with Families and Groups, SW

507 Advanced Generalist Practice with Communities and Organizations, SW 518 HBSE I and SW 519 HBSE II, SW 512 Human Rights and Social Justice in a Diverse Society, and SW 510 Social Work, Social Policy, and Social Programs.

There are 30 hours required for the Advanced Generalist Second Year Curriculum including: SW 500 Social Work Ethics and Professional Development, SW 521 Social Work Practice in Rural and Non-Urban Areas, SW 516 Crisis Intervention and Trauma Management, SW 514 Evidence Based Practice and Outcomes in Social Work, SW 571 Field Practicum II and (9) hours of social work focus/elective hours.

Advanced Standing Program -The Advanced Standing program allows students to complete their MSW degree in three semesters and requires 39 hours of coursework including a field practicum. Three bridge courses are required for the Advanced Standing Program: (SW 537 Advanced Practice with Children Youth, and Families, SW 543 Advanced Practice in Interpersonal Skills and Counseling Techniques, and SW 549 Advanced Practice in Leadership, Management, and Supervision in Social Work). Students are admitted into the Advanced Standing program beginning in the summer semester.

Collaboration: JSU is open to future opportunities to collaborate but does not have any current plans in place for program collaboration. JSU has the student demand and the academic resources and infrastructure in place to create a highly successful and competitive graduate program in social work and is planning to deliver a unique program.

Distance Education: According to the proposal, distance technology supported education will be a component in the MSW program at JSU; however, the MSW at JSU is not proposed as an online degree program. JSU will use hybrid/blended educational technology to support the curriculum. The approximate percent of the total program's distance education delivery will be 10-15 percent.

Admissions: In addition to the existing JSU graduate admissions requirements, students applying to the MSW program have to meet the following standards. The MSW program admissions committee will review all admission and application requirements specific to the program.

- A four-year degree from an accredited college/university (liberal arts background).
- Minimum overall GPA of 2.50, with a 3.00 (4.00 scale) in the last 60 hours of the undergraduate degree (or for other graduate degree) to be considered for the MSW Program.
- Official scores of the Graduate Record Examination (GRE) (all sections).
- Autobiographic Statement (300-400 words detailing your interest in social work, including personal experiences, strengths, values and beliefs that will contribute to your competence as a social worker).
- Three reference/recommendations (at least one from a previous professor/instructor and one from a supervisor of a paid or unpaid social services agency).
- A résumé detailing the candidate's education, employment, and other applicable social work-related experience/skills.
- Admission with Advanced Standing: Students who hold the bachelor of social work degree (BSW) from an institution accredited by the Council on Social Work Education may apply to the Advanced-Standing MSW Program. In addition to the satisfaction of all admission requirements of the University, admission with advanced standing also requires a "B" average or better in all professional foundation social work courses, no more than two "C's" in social work courses and grades of "B" or better in field education/placement courses. If applicants earned the Bachelor's degree in social work from a CSWE accredited university over five years after applying to the Advanced Standing MSW program, an additional interview with the applicant will be required.

Conditional Admission - Students with less than a 3.00 undergraduate GPA in their last 60 hours may be admitted on a “conditional” basis provided the student has a minimum undergraduate GPA of 2.25 and at least a 2.75 in their last 60 hours. A conditional admission requires the recommendation of the Director/Chair of the social work program after a recommendation by the admissions committee and approval by the Dean of the Graduate School for admission. Students are only admitted to this option if there are spaces available in the MSW program. A masters student admitted conditionally must maintain a minimum GPA of 3.0 in all course work taken while admitted as a conditional admit student. Students admitted on a “conditional” basis, have no guarantee of remaining in the MSW program, or being allowed to enroll in the subsequent semester. Conditional status will be reviewed and may be removed upon completion of twelve (12) hours of graduate course work with a GPA of 3.0 or higher based upon Graduate School policies.

Need: Approximately 2 million people in Alabama (41 percent) reside in rural communities. The US Census Bureau reported that of the nine census divisions in the United States, the East South Central division (Alabama, Kentucky, Mississippi and Tennessee), remained the least urban, with only 60 percent of its population residing within urban areas. A significant population of Alabama residents, especially those in rural areas, are at high-risk for having unmet health and human service needs. A significant benefit could be realized from an increased number of graduate social work practitioners trained to provide services related to health, aging, mental health, and substance abuse needs in rural and non-urban communities in Alabama.

Alabama has workforce shortages in mental health statewide and according to the U.S. Health Resources and Services Administration (HRSA), as of May 2015, 67 of the 68 counties in Alabama are classified as full mental health care professional shortage areas. According to the proposal, it is important to note that health care professional shortages include social workers who provide up to 65-75 percent of all mental health services nationally.

The Substance Abuse and Mental Health Services Administration (SAMSHA) reported that less than half of adult Alabamians with mental illnesses received mental health treatment between 2009 and 2013. Among persons aged 12 and older in Alabama with alcohol dependence or abuse, only 6 percent received treatment or approximately 13,000 out of over 200,000 persons in need. Among those aged 12 and older, less than 10 percent received treatment for illicit drug dependence or abuse. These gaps in services for Alabama citizens are similar to those reported nationwide and represent a significant disparity between those persons needing services and those fortunate enough to receive services.

Further, the Alabama Department of Labor State of the Workforce Report V: Region 5, 2010 Summary suggests that some of the fastest-growing, high-demand jobs in the immediate future include: mental health counselors, substance abuse and behavioral disorder counselors, and medical and public health social workers. That projection applies to the region encompassing JSU, including Calhoun (location of JSU), Etowah, Cherokee, Cleburne, Clay, Randolph, Talladega, and Coosa Counties.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	75	75	75	75	75	350
State	1,188	1,188	1,188	1,188	1,188	5,940
SREB	10,464	10,464	10,464	10,464	10,464	52,321
Nation	28,130	28,130	28,130	28,130	28,130	140,650

Student Demand: JSU determined enrollment projections using several different methods. First JSU began surveying alumni from the BSW program. Approximately 55 students graduate from JSU with their BSW degree every year. A significant proportion of those graduates would meet the admission standards for the proposed MSW program. The recent BSW Program Exit Survey responses of alumni emphasized the need for an MSW program at JSU. In fact, about 75 percent of the alumni stated that they planned to pursue an MSW degree and would choose JSU if the MSW program was approved.

JSU also implemented an MSW Interest/Needs Assessment survey accessible through their BSW program website from spring of 2015 through spring 2016. This survey was completed by students, alumni and Licensed Baccalaureate Social Workers living in that region interested in earning an MSW degree at JSU. As of March 2016, JSU had received 256 responses to the Survey. Respondents were asked "If the MSW program at JSU was offered within the next 2 years, how likely was it that they would apply for admission?" The 4 point Likert type response matrix ranged from "very likely" to "very unlikely," Out of all 256 respondents, 197 or 76.9 percent stated they would be "Very Likely" to apply for admission to the JSU MSW program.

An additional 44 respondents (17.2 percent) reported they would be "Somewhat Likely" to apply. The program proposers state that an applicant pool comprised of soon to graduate BSW students, alumni of which there are more than 1,000 BSWs, and applications from undergraduate students outside social work is more than adequate to create and sustain MSW cohorts at JSU indefinitely. The program proposers assert that there is a pent up demand in this area for professional MSW education and it is the right time to launch the JSU MSW program.

Faculty:

Current Primary Faculty-

Full-time: 0
Part-time: 0

Support Faculty—

Full-time: 3
Part-time: 0

Additional Faculty to be hired-

Primary Faculty—

Full-time: 5
Part-time: 0

Support Faculty—

Full-time: 0
Part-time: 0

JSU plans to hire 2 doctoral level faculty 2 MSW-Instructor level faculty, and a field director in the first 5 years.

Support Faculty: Once personnel are in place and students are admitted, a clerical assistant will be hired to support the needs of the program.

Fellowships and Assistantships: One assistantship will be offered the first year; and two thereafter.

Equipment: New computers and office furniture will be purchased for the added faculty and staff.

Facilities: No new facilities will be needed specifically for the proposed program.

Library: The current Sociology and Social Work collection contains 33,894 titles in the Library of Congress classification sociology/social work domains, including 1,483 titles from the ebooks collection. Further, patrons have unmediated access to millions of volumes through universal borrowing agreements with other libraries. The recommended collection level for a graduate level program is a 3cP, Advanced Study and Instructional Support Level. Although the present collection minimally supports the proposed Master of Social Work curriculum, additional database purchases and sustained monograph funding accounting for inflation are necessary to provide robust graduate level research support. Purchases are recommended in the area of underserved communities, particularly in the subject heading classifications of Aged, Children, Disabled, Homeless, Single Parents, and Youth. Additionally, social work supportive reference sources are limited, as are journals focusing on international social work. Eight databases were reviewed: AgeLine, SocINDEX, SocINDEX with Full Text, Social Sciences Full Text, Social Work Reference Center, Family & Society Studies Worldwide, and Sociology Source Ultimate. Sustained acquisitions and database subscriptions will be required to best serve MSW student researchers.

Program Budget: The proposal projected that a total of \$1,847,816 in estimated new funds will be required to support the proposed program. A total of \$2,035,246 will be available through extramural funds, internal reallocations, and tuition.

Attachment 3

**Curriculum
 Jacksonville State University
 Master in Social Work**

Course Number and Title	Number of Credit Hours	* If New Course
Foundation Curriculum		
SW 500 Social Work Ethics and Professional Development	3	*
SW 505 Advanced Generalist Practice with Individuals and Families	3	*
SW 506 Advanced Generalist Practice with Groups	3	*
SW 507 Advanced Generalist Practice with	3	*
Communities and Organizations		
SW 510 Social Work, Social Policy, and Social Programs	3	*
SW 512 Human Rights and Social Justice in a Diverse Society	3	*
SW 514 Evidence Based Practice and Outcomes in Social Work	3	*
SW 516 Crisis Intervention and Trauma Management	3	*
SW 518 HBSE I	3	*
SW 519 HBSE II	3	*
SW 521 Social Work Practice in Rural and Non-Urban Areas	3	*
SW 570 Field Practicum I (450 hours) (32 hours a week) (2 hour bi-weekly seminar)	9	*
SW 571 Field Practicum II (450 hours) (32 hours a week) (2 hour bi-weekly seminar)	9	*
Focus/Elective Courses		
SW 525 Mental Health, Psychopathology, and Psychopharmacology	3	*
SW 528 Substance Abuse and Addictions	3	*
SW 531 Aging, Society and the Life Course	3	*
SW 534 Health Care and Disabilities	3	*
SW 537 Advanced Practice with Children, Youth and Families	3	*
SW 540 Death, Loss and Disaster Response in Social Work Practice	3	*
SW 543 Advanced Practice in Interpersonal Skills and Counseling Techniques	3	*
SW 546 Advanced Practice in Forensic Social Work	3	*
SW 549 Advanced Practice in Leadership, Management and Supervision in Social Work	3	*
SW 552 Social Work Practice with Military Veterans and Families	3	*
SW 555 Social Work Advocacy	3	*
SW 558 Advanced Practice with Diverse Populations	3	*
SW 560, 561, 562 Special Topics	(1)	*
SW 565, 566, 567 Independent Study	(3)	*

Curriculum Plan

Fall (2 year students)

SW 505 Advanced Generalist Practice with Individuals	3
SW 506 Advanced Generalist Practice with Families and Groups	3
SW 518 HBSE I	3
SW 512 Human Rights and Social Justice in a Diverse Society	3
SW 510 Social Work, Social Policy, and Social Programs	3

Spring (2 year students)

SW 570 Field Practicum I (450 hours) (32 hours a week) (2 hour bi-weekly seminar)	9
SW 519 HBSE II	3
SW 507 Advanced Generalist Practice with Communities and Organizations	3

Summer (Bridge Classes for Advanced Standing students to begin here)

SW 537 Advanced Practice with Children, Youth and Families	3
SW 543 Advanced Practice in Interpersonal Skills and Counseling Techniques	3
SW 549 Advanced Practice in Leadership, Management and Supervision in Social Work	3

Fall (2 year students and Advanced Standing students)

SW 500 Social Work Ethics and Professional Development	3
SW 521 Social Work Practice in Rural and Non-Urban Areas	3
SW 516 Crisis Intervention and Trauma Management	3
SW 514 Evidence Based Practice and Outcomes in Social Work	3
SW Elective	3

Spring (2 year students and Advanced Standing students)

SW 571 Field Practicum II (450 hours) (32 hours a week) (2 hour bi-weekly seminar)	9
SW Elective(s)	6

Totals = 60 hours for the 2 year program and 39 hours for the advanced standing program.

Attachment 4
Letter from State of Alabama Department of Public Health Karen Phillips to JSU



STATE OF ALABAMA
DEPARTMENT OF PUBLIC HEALTH
THOMAS M. MILLER, M.D. • ACTING STATE HEALTH OFFICER

PUBLIC HEALTH AREA VI

March 29, 2016

Karen Phillips, LCSW, PIP
Social Work Manager, Public Health Areas V and VI
3400 McClellan Blvd.
Anniston, Al. 36201

To Whom It May Concern:

As a Social Work Manager for the Department of Public Health, I would like to offer my enthusiastic support for the MSW program at Jacksonville State University (JSU). The development of this program has great potential to increase not only the quantity of services available in our catchment area, but more importantly, the quality of services available. Providing services to residents in a resource-scarce area of the state can only be enhanced by higher qualified, and more skillful, social workers.

JSU has a rich tradition of social work development in this region, regularly linking undergraduate students to agency internships within the area. These activities are beneficial to the students, but also help agencies increase their work force when they are often plagued by funding cuts and subsequent staff shortages. An MSW program will result in well-prepared social workers who can improve access to services for the area's at-risk population, especially those impacted by substance abuse, poverty, mental illness and physical health challenges.

The vision that has gone into the development of JSU's MSW program is ideal for the potential students in northeast Alabama. It is easily accessible, and the hybrid design allows for learning through face-to-face interaction with peers and instructors, a critical missing component in online-only programs.

I believe JSU's history of service and support in this area demonstrates its commitment to the students in this region and the entire state. I strongly recommend the support of Alabama Commission on Higher Education and the Council on Social Work Education in the development of this program. Those of us at Public Health Areas V and VI anxiously await this program and the graduates it will produce.

Sincerely,

Karen Phillips

Karen Phillips, LCSW, PIP
Social Work Manager, Public Health Areas V and VI
Alabama Department of Public Health
256-240-6628 Karen.Phillips@adph.state.al.us

3400 McClellan Boulevard • Anniston, Alabama 36201
Phone: 256-237-1896 • Fax: 256-240-2615

Attachment 5
Letter from the Office of the District Attorney (Seventh Judicial District, State of Alabama),
Brian McVeigh to JSU

OFFICE OF THE DISTRICT ATTORNEY



Calhoun County Courthouse
25 West 11th Street
Suite 400
Anniston, Alabama 36201

BRIAN A. McVEIGH
DISTRICT ATTORNEY
SEVENTH JUDICIAL CIRCUIT
STATE OF ALABAMA

Telephone
(256) 231-1770
FAX
(256) 231-1775

March 15, 2016

To Whom It May Concern:

As District Attorney for the Seventh Judicial Circuit of Alabama, it gives me great pleasure to write this letter of support for the MSW program at Jacksonville State University (JSU). This new degree program will provide additional education to social workers in the region that will allow them to engage in advanced practice to better address the human service needs of our region. I believe the MSW program at JSU will be an important component in increasing the quality and quantity of services provided to Alabama residents.

As you know, JSU has a strong history of investment in this region, especially the social work program. Currently, JSU undergraduate students are engaging in internships every semester. These activities not only benefit the student, but they benefit the agency. These students provide services within an agency setting at no cost to the organization or the clients that are served. Thus, the addition of MSW prepared social workers will only improve access to services needed by the at-risk populations that exist in this region, i.e. those impacted by poverty, substance abuse, mental health and physical health issues, family dysfunction, etc.

There is no other MSW program accessible to students in northeast Alabama and many students do not want to pursue a degree online. The hybrid MSW program proposed by JSU is specifically designed to address the needs of students pursuing higher education, as well as, the social service workforce needs in rural/nonurban areas of Alabama.

I believe JSU has rich service and support resources that demonstrate a commitment to their students, the region and the state. I highly recommend the support of the Alabama Commission on Higher Education and the Council on Social Work Education in the development of the MSW program at JSU. All of us here at the District Attorney's Office look forward to continuing our work with the JSU social work program for many years to come!

Sincerely,

Brian McVeigh
District Attorney

DECISION ITEM C-12: University of Alabama at Birmingham, Master of Arts in in the Anthropology of Peace and Human Rights (CIP 45.0299)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Objective: The purpose of this proposal is to establish a new Master's Program on the Anthropology of Peace and Human Rights at UAB. Anthropology offers a unique and important set of perspectives that centrally address knowledge about and appreciation of cultural diversity, cultural relativism, multiculturalism, cross-cultural interaction, variation in norms, values, beliefs including conflict resolution styles, and respect for cultural differences and human rights. This anthropological perspective makes the development of a Master's program that focuses on peace and human rights relevant to addressing the goals of diversity and the challenges and opportunities posed by globalization. This proposed master's program will also prepare students to continue their graduate training in PhD programs in Anthropology or Peace and Conflict Studies.

Role: The proposed program is within the instructional role recognized by the Commission for the University of Alabama at Birmingham (UAB).

Mode of Delivery: Both online and classroom courses will be offered.

Similar Programs: Currently there are no Master's programs in Alabama that focus on peace, conflict studies, or human rights, whereas nationally and globally such programs have proliferated over the last three decades, reflecting student interest, employment opportunities, and societal demand. The southeastern U.S. has the lowest number of peace and conflict studies programs of any U.S. region, and of "deep south" states, only Kennesaw State University has a master's level program called "Conflict Management." Similarly, whereas human rights programs exist in other regions of the country, no master's programs that focus directly on human rights were noted in the southeastern United States.

Numerous universities offer doctoral programs in Anthropology and several leading universities such as George Mason University, Columbia University, and the Kroc Institute for International Peace Studies at the University of Notre Dame offer doctoral degrees in Peace and Conflict Studies.

Collaboration: The anthropology departments at UA and UAB have a longstanding excellent working relationship as the members of a cooperative program.

Resources: The proposal projected that a total of \$498,195 in estimated new funds will be required to support the proposed program. A projected total of \$541,996 in new funds will be available from tuition and internal reallocations.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The program is unique in Alabama.
2. In general, the numbers of jobs for anthropology/archaeology at the master's level entry position is growing at an above average rate of 19 percent per year.
3. There appears to be high student demand.

4. Job opportunities cross-cut the private and governmental sectors, range from local through national to international spheres, and are extremely diverse in their characteristics.

DECISION ITEM C-12: University of Alabama at Birmingham, Master of Arts in the Anthropology of Peace and Human Rights (CIP 45.0299)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Arts in the Anthropology of Peace and Human Rights.

The program will have the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 8 based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama at Birmingham program proposal, received April 11, 2016. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama at Birmingham
 PROGRAM Master of Arts in the Anthropology of Peace and Human Rights (CIP 45.0299)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$17,595	\$18,000	\$18,500	\$19,000	\$19,500	\$92,595
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$62,400	\$62,400	\$78,000	\$93,600	\$109,200	\$405,600
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$79,995	\$80,400	\$96,500	\$112,600	\$128,700	\$498,195

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$60,000	\$0	\$0	\$0	\$0	\$60,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$43,816	\$87,623	\$102,238	\$116,843	\$131,449	\$481,969
TOTAL	\$103,816	\$87,623	\$102,238	\$116,843	\$131,449	\$541,996

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	12	14	16	18	13
NEW ENROLLMENT HEADCOUNT	6	6	8	8	10	8
DEGREE COMPLETION PROJECTIONS	0	4	5	5	6	5

Attachment 2

Summary of Background Information

Master of Arts in the Anthropology of Peace and Human Rights
University of Alabama at Birmingham

Role: The proposed program is within the instructional role recognized by the Commission for the University of Alabama at Birmingham (UAB).

Description and Objectives: The program objectives are to:

- Thoroughly integrate and critically analyze how factors such as ecological sustainability, human security, democracy, justice, peace, and human rights are interconnected constructs related to the unifying construct positive peace.
- Discuss and explain the kinds of human rights violations that are currently taking place (e.g., against migrants, indigenous peoples, women, and children) and analyze and critically evaluate the types of efforts that are ongoing to enhance and safeguard human rights worldwide.
- Explain how cultural relativism relates (positively and negatively) to the application of human rights standards internationally, and students will develop culturally relativistic communication skills that are respectful of and open to cultural differences and different points of view.
- Draw from multiple anthropologically relevant models and perspectives (e.g., models of socialization-enculturation, third-party mediation, conflict transformation, nonviolence, equity, social reciprocity, peace systems) in order to apply anthropological and related theories to problems in areas such as peace education, social justice, and human rights protection.

Assessment: Learning outcomes can be assessed in several ways by the end of the program:

- By demonstrating within the context of the five required courses the ability to explain, discuss, apply, and integrate key concepts of positive peace, human security, human rights, cultural relativism, nonviolence, sustainability, and conflict resolution.
- By demonstrating in writing and orally knowledge of conflict resolution theory and real world cases, and to be able to examine real world conflict cases and make recommendations based on prior knowledge of fact and theory.
- By demonstrating in the context of required coursework (or participation at profession meetings and workshops or a publication) the ability to use both data and well-formulated arguments in support of a position or policy recommendation.
- By giving a presentation or presenting a poster at a professional meeting.
- By authoring or co-authoring an article or book chapter.
- By working productively as a member of a team during coursework, within the program generally, or in the community on a programmatic relevant project.

Administration: The program will be administered by the College of Arts & Sciences, Dean, Dr. Robert E. Palazzo; Department of Anthropology, Chairperson, Dr. Douglas P. Fry.

Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four (4) votes were received, with all four recommending that the program be approved.

Accreditation: There are no applicable recognized or other specialized accreditation agencies regarding this program.

Curriculum: This program will need a total of 36 semester hours as detailed in the following table:

Course Number and Title	Number of Credit Hours
Required Courses	15 Total
ANTH 504 Human Rights, Peace, and Justice	3
ANTH 5xx Anthropology of Peace, Justice, and Ecology	3
ANTH 508 Conflict Resolution in Cross-Cultural Perspective	3
ANTH 5xx Methods in Peace & Human Rights, Research & Practice	3
ANTH 6xx Sustainable Peace Seminar	3
Elective Courses	21 Total
ANTH 512 Peaceful Societies and Peace Systems	3
ANTH 516 War and Peace in Ancient Mesopotamia	3
ANTH 518 The Power of Nonviolence	3
ANTH 521 Technological Monitoring of Human Rts and Conflicts	3
ANTH 5xx Peace Ethology	3
ANTH 5xx Religion, War, and Peace	3
ANTH 5xx Peace and Environmental Sustainability	3
ANTH 601 Forensic Anthropology	3
ANTH 633 Anthropology of Development	3
ANTH 641 Anthropology of Human Rights	3
ANTH 645 Medical Anthropology (and Health Disparities)	3
ANTH 650 Nationalism, Ethnicity, and Violence	3
ANTH 654 Biological Anthropology of Contemporary Problems	3
ANTH 660 Ecological Anthropology	3
ANTH 664 Political Anthropology	3
ANTH 636 Community Internship	3
ANTH 587 Special Problems in Peace Research	3
ANTH 588 Special Problems in Human Rights	3
ANTH 686 Special Problems in Applied Anthropology	3
ANTH 697 Special Topics in Anthropology	3
ANTH 699 Thesis Research	3 – 6

The master's degree curriculum is being proposed as a 36-credit-hour degree that full-time students can complete in four terms.

Program Completion Requirements:

Credit hours required in major courses:	15	(required graduate courses)
Credit hours required in support courses:	--	-----
Credit hours in required or free electives:	15 or 21	(Plans I or II)
Credit hours for thesis	6 or 0	(Plans I and II)
Total Credit hours:	36	(For either Plans I or II)

This proposal is for a two-year Master's program that requires a total of 36 semester hours. In consultation with an advisor, a student during the first year will make a choice to follow either the Plan I (thesis) or Plan II (no thesis) to complete the master's degree.

All students, whether following the Plan I or Plan II path, will take the five required courses, which total to 15 semester hours. Students following Plan I take 5 elective courses (15 semester hours), plus enroll in 6 semester hours of thesis credit. Students opting for Plan II, take 7 elective courses (21 semester hours), and at the end of their studies must pass a final exam that reflects the comprehensive activities of the student in the program, as prescribed in the UAB Graduate Student Handbook.

Collaboration: The anthropology departments at UA and UAB have a longstanding excellent working cooperative relationship. From time-to-time, depending on the topic of a master's thesis, a faculty member from the UA anthropology department may be asked to serve on a student's master's thesis committee and vice versa. Additionally, students in the new master's program may wish to take one to two courses at UA, and UA graduate students may wish to take programmatic courses at UAB.

Distance Education: Both online and classroom courses will be offered. Initially, 10-to-20 percent of the courses will be offered online, with the percentage increasing over time in accordance with student demand.

Admissions: The program has no special admission requirements. Prospective students must meet graduate school minimum general requirements.

Need: Several different criteria speak to the need for this program in Alabama and specifically at UAB. First, one of the purposes of the newly approved Institute for Human Rights (IHR) at UAB is to engage in education, so consequently there is a need to develop corresponding curricula at UAB. The proposed Master's program corresponds with this educational objective of the IHR and provides one avenue for achieving the new IHR's educational goals at UAB. The proposed program also speaks to the needs at UAB "to increase the college's international profile and enhance students' global perspective" (College of Arts and Sciences, Strategic Plan, p. 3). The program should have appeal to out-of-state and international students. Finally, the program speaks to the social needs of an increasingly ethnically diverse and globalized Alabama by facilitating the development of knowledge, skills, attitudes, and abilities conducive to the attainment and protection of peace, justice, and human rights. This program corresponds with the goals of the College of Arts and Sciences' Strategic Plan to "provide our students and scholars the tools and resources they will need to continue the quest to achieve social justice through education" (College of Arts and Sciences, Strategic Plan, p. 11).

Second, the history of the civil rights movement in Birmingham can be mentioned as a reason why the development of peace and human rights in Alabama at UAB is historically and culturally needed and important. The proposed program with its educational purpose can be seen as bridging in Birmingham and Alabama generally a sometimes difficult past with a brighter future, including the continuation of positive developments in the protection of human rights, social justice, and equal economic and social opportunities. The "Diversity" section of the College of Arts and Sciences Strategic Plan also begins by noting that Birmingham is "the crucible of social justice" (p. 9). This peace and human rights program is one way to fulfill the need to achieve the Diversity goals enumerated in the Strategic Plan.

Third, there is a need for peace and human rights programs within Alabama (and in the southeastern United States more generally). There are no BA, MA, or MS programs in peace, conflict resolution, or human rights in Alabama. The southeastern U.S. has the lowest number of peace and conflict studies

programs of any U.S. region, and of "deep south" states, only Kennesaw State University has a master's level program called "Conflict Management." Similarly, whereas human rights programs exist in other regions of the country, no master's programs that focus directly on human rights have been discovered in the southeastern United States. In sum, there is a paucity of master's programs dealing with peace and human rights in the southeast and in Alabama, with the consequences that the needs of students who wish to pursue studies in peace and human rights are largely unmet. Additionally, it is important to remediate this paucity of programs to help promote best practices in diversity and conflict resolution practices across a variety of contexts from businesses, NGOs, the courts, government, neighborhoods, communities, schools, and so forth. The program will train people in the areas of multiculturalism and contribute to international engagement on the global front.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	169	173	176	179	182	879
State	3,878	3,951	4,024	4,097	5,170	21,120
SREB	278,906	283,852	288,798	293,744	298,690	1,443,990
Nation	735,900	748,950	762,000	775,050	788,100	3,810,000

The employment numbers in the table above were derived from the projections of the Bureau of Labor Statistics, U.S. Department of Labor, for the period 2012-2022.

Student Demand: Student demand for peace and human rights is also reflected in both current UAB undergraduate and graduate student comments and course enrollments. A few years ago a new undergraduate anthropology 100 level course called "Introduction to Peace Studies" was begun at UAB and has garnered enrollments sufficient to be offered every semester. Several current UAB undergraduate and graduate students have expressed eagerness for studying peace and human rights.

Additionally, a short survey was given in the fall and spring semesters of the 2014-2015 academic year to the anthropology courses "Introduction to Peace Studies," "The Power of Nonviolence," and "Advanced Peace Studies." A total of 55 students responded to a three-question survey designed to assess level of interest in taking additional peace and human rights courses and in a potential MA program on the Anthropology of Peace and Human Rights. One question was: "If a Master's Program in the Anthropology of Peace and Human Rights existed at UAB, what is your level of interest in applying for such a Master's Program?" Of the 55 respondents, 25 reported "very interested," 12 reported "somewhat interested," 7 replied "slightly interested," and 11 responded that they were "not interested." Thus 37 out of the 55 students, or 67 percent of the respondents, were either very interested or somewhat interested in applying for a Master's Program in the Anthropology of Peace and Human Rights.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 4

Part-time: 1

Support Faculty—

Full-time: 3

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: No additional support staff are anticipated to be needed.

Assistantships: Initially four (4) assistantships are planned for students in the proposed program. Up to seven (7) assistantships may be offered at a later date.

Equipment: No new or additional special equipment to be required for the proposed program.

Facilities: No new or additional facilities will be required for the proposed program.

Library: The library collection at Mervyn H. Sterne Library can currently support a new Master of Arts degree in Anthropology of Peace and Human Rights; however, a continued loss of serials and lack of consistent funding for book, journal and/or database purchases will impair the growth of the program.

The library collection in the area of peace, justice, human rights, and sustainable development needs to be enhanced. To more closely match library program support at other universities and to ensure future success of the program, further investment support is needed to update the existing monograph/ E-book collection and to consider at least some further database additions.

Currently, the library provides access to approximately 13,960 unique items specifically identified within the areas involved with the proposed master's program, including numerous journals, available through both individual print subscriptions and electronic package subscriptions. Also, the library provides access to over 200 databases that more directly address the programs involved in the proposed Master of Arts degree in Anthropology of Peace and Human Rights.

Program Budget: The proposal projected that a total of \$498,195 in estimated new funds will be required to support the proposed program. A projected total of \$541,996 will be available from tuition and internal reallocations.

Attachment 3

The University of Alabama at Birmingham
 Master of Arts in the Anthropology of Peace and Human Rights

Proposed Curriculum

The Master's Program requires 36 credit hours total, completed either under Plan I (thesis) or Plan II (comprehensive final exam). There are five required courses, three of which will be offered every year, and the fourth/fifth on alternate years. The ideal sequence of courses over two years is shown in the template.

FALL YEAR 1	SPRING YEAR 1	FALL YEAR 2	SPRING YEAR 2
ANTH 504. Human Rights, Peace and Justice (Required)	Elective Course	Elective Course	ANTH (New). Sustainable Peace Seminar (Required)
ANTH (New). Anthropology of Peace, Justice, and Ecology (Required; Course will be Team taught by all Anthropology Faculty)	Elective Course	Thesis Hours (Plan I) OR Elective Course (Plan II)	Thesis Hours (Plan I) OR Elective Course (Plan II)
Elective Course	ANTH (New) Methods in Peace and Human Rights, Research & Practice; OR ANTH 508 Conflict Resolution in Cross-Cultural Perspective (Both are Required; each to be offered on alternate years)	Elective Course	ANTH (New) Methods in Peace and Human Rights, Research & Practice; OR ANTH 508 Conflict Resolution in Cross-Cultural Perspective (Both are Required; each to be offered on alternate years)

DECISION ITEM C-13: Auburn University at Montgomery, Master of Science in Healthcare Informatics and Leadership (CIP 51.0701)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval.

Program Description: The proposed program is in response to a call for highly educated leaders who are well prepared for the rapidly changing healthcare environment. Leaders will need to be well prepared and knowledgeable in the use of informatics to promote viability and sustainability of systems. New and highly refined skills are critical for those who lead organizations as they face cuts in reimbursement, decreased numbers in healthcare professionals, and increased demand for the provision of quality health services as well as achievement of certifications, accreditation, and other performance measurement programs, such as the achievement of Magnet Status.

Role: The proposed program is within the instructional role recognized for Auburn University at Montgomery (AUM).

Mode of Delivery: Online/Distance Education and hybrid teaching methods will be utilized in the proposed program. AUM expects to offer some courses on-site at area hospitals for employees of those hospitals.

Similar Programs: UAB, M.S. in Health Administration -- CIP Code: 51.0701; UAB, M.S. in Health Informatics -- CIP Code: 51.0799.

Collaboration: Collaboration for the proposed program is between the AUM's College of Nursing and Health Science and AUM's College of Business. In collaboration between these two colleges, resources from outside the University will not be necessary to provide students with diverse learning opportunities. However, if it is mutually beneficial to all institutions involved, AUM is open to the idea of collaboration.

Resources: A total of \$0 in new funds will be needed for the program in the first five years, and a total of \$415,410 will be available through tuition.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comment. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program integrates the science of healthcare informatics with leadership principles.
2. The delivery method is online and hybrid to provide learning opportunities for learners who are distant, working, and unable to attend traditional on-campus classes as well as those individuals who require some face-to-face instruction.
3. The proposed program provides a letter of support from the East Alabama Medical Center.
4. The proposed program has minimal associated costs, and significant funds available.

DECISION ITEM C-13: Auburn University at Montgomery, Master of Science in
in Healthcare Informatics and Leadership (CIP 51.0701)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of
Science in Healthcare Informatics and Leadership.

The program will have the implementation date and
post-implementation conditions listed below:

Implementation Date: The proposed program will be
implemented January 2017. Based on Commission
policy, the proposed program must be implemented by
September 9, 2018, or Commission approval will expire.
The institution must notify the Commission in writing
when the program is implemented or if there is any delay
in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount
for the first five years, beginning 2017-18, will be at
least 8, based on the proposal.
2. That the annual average number of graduates for the
period 2018-19 through 2021-22 (four-year average)
will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first
five years that will show at least 75 percent of the
graduates were successful in acquiring related
employment or in entering graduate or professional
school.
4. That information regarding an overall assessment of
the program be provided, particularly as related to
objectives and assessment measures stated in the
proposal.

Auburn University Montgomery (AUM) will be required to
phase out the program if any of the post-implementation
conditions are not met. The institution must present
documentation regarding the post-implementation
conditions, as well as a general assessment of the
program, in a report submitted to the Commission no
later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary,
attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.

4. Letter of Support from East Alabama Medical Center Director of Education Services to AUM College of Nursing and Health Sciences Interim Dean, attached.
5. Auburn University at Montgomery program proposal, dated May 20, 2016. Available upon request.
6. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University at Montgomery

PROGRAM Master of Science in Healthcare Informatics and Leadership (CIP 51.0701)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/ FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$47,865	\$76,287	\$90,150	\$97,095	\$104,013	\$415,410
TOTAL	\$47,865	\$76,287	\$90,150	\$97,095	\$104,013	\$415,410

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT	7	11	13	14	15	12
NEW ENROLLMENT HEADCOUNT	7	7	8	9	9	8
DEGREE COMPLETION PROJECTIONS	0	4	5	5	6	5

Attachment 2

Summary of Background Information

Master of Science in Healthcare Informatics and Leadership
Auburn at University Montgomery

Role: The proposed program is within the instructional role recognized for Auburn University Montgomery (AUM).

Program Description and Objectives: The most prominent student learning outcomes of the program are:

- Synthesize advanced concepts, theories, principles, and research related to healthcare informatics and leadership.
- Implement standards of informatics practice to meet the healthcare needs of individuals and systems in relation to quality improvement, patient safety, and organizational efficacy.
- Utilize knowledge and skills to create flexible, responsive, and sustainable organizations across the healthcare industry.
- Interpret and use data for sound decision making; and to promote outstanding healthcare for patients as well as financial health for their organizations.
- Integrate ethical, legal, economic, and cultural considerations along with personal, professional, and client values in the application and promotion of healthcare informatics and leadership.

Assessment: Initial assessment/evaluation of the program learning outcomes will occur at the end of each semester during year one in collaboration by the College of Nursing and Health Sciences and the College of Business faculty actively teaching in the program. The assessment of the learning objectives will be done on an ongoing basis. The assessment year begins at varying times depending on the admitting semester. Program Evaluation Committee meetings will take place at the end of each semester evaluating each semester's cohort of students. Assessment/Evaluation procedures can be adjusted appropriately. The total assessment cycle will occur over a five-year period.

A database of students and their post-graduation success will be kept in the School of Nursing. Details of employment and whether or not students have sought further education will be kept but will be self-reported.

Administration: The program will be administered by the College of Nursing and Health Science, Dr. Jean Leuner, Dean; and the School of Nursing, Dr. Donna Beuk, Chairperson.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). A total of four (4) institutions participated in the final vote with three institutions voting to approve the proposed program. One institution voted to abstain.

Accreditation: According to the proposal, there is no specialized accreditation for the proposed program.

Curriculum: Program Completion Requirements are as follows:

Credit hours required in major courses	30
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	N/A
Credit hours required in support courses	N/A
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation	N/A
Total credit hours required for completion	30

Also, during the last semester of the proposed program, students will engage in practical activities in application of theoretical and practical aspects of healthcare informatics and leadership through the development of scholarly projects.

Collaboration: Collaboration for the proposed program is between the AUM's College of Nursing and Health Science and AUM's College of Business. In collaboration between these two colleges, resources from outside the University will not be necessary to provide students with diverse learning opportunities. However, if it is mutually beneficial to all institutions involved, AUM is open to the idea of collaboration.

Distance Education: Online/Distance Education and hybrid teaching methods will be utilized in the proposed program. AUM expects to offer some courses on-site at area hospitals for employees of those hospitals. Approximately 50-99 percent of the program's courses will be provided by distance education, as specified by individual students based on their wants/needs.

Admissions: For entrance into the proposed program, AUM requires graduation with a bachelor's degree (or its equivalent) from a regionally accredited college or university (or its equivalent). Applicants of the proposed program must submit the following for consideration for admission: transcripts from all institutions previously attended; three letters of professional reference; a resume; and, a personal written statement of career goals and motivations for seeking graduate-level education in Healthcare Informatics and Leadership.

Upon receipt of the above items, an informational interview with the program director or designee will take place. Based upon the interview and the application materials submitted, a thorough review by a screening committee will determine acceptance or denial of applicants. While there are no GPA requirements, a competitive GPA will be taken into consideration when admissions decisions are made. No entrance examination is required.

Need: The proposed program will help meet the growing demand for advanced education in advanced healthcare informatics and leadership for individuals employed by healthcare systems in the state, such as hospitals, clinics, healthcare organizations. It is critical for such organizations to have administrators and leadership personnel trained in informatics and healthcare administration to achieve and sustain a financially viable status. Multiple changes in reimbursement by the federal government have led to organizational restructuring and aligning resources to sustain productivity while providing the highest quality of patient care.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	10	10	10	10	10	50
State	110	110	110	110	110	550
SREB	3,750	3,750	3,750	3,750	3,750	18,750
Nation	14,050	14,050	14,050	14,050	14,050	70,250

More than 333,000 Medical and Health Services Managers are employed in the U.S. Professionals with an M.S. in Healthcare Informatics and Leadership who work in medical and health service management are employed in the following areas: hospitals – state, local and private: 39 percent; doctors' offices: 9 percent; nursing homes: 7 percent; home healthcare organizations: 6 percent; and, outpatient care centers: 5 percent.

Student Demand: Student interest surveys were conducted through two healthcare organizations in Montgomery and Lee Counties. Healthcare staff and managers, including but not limited to Nursing, were surveyed via intranet communication methods. Staff and Managers were asked to state "yes" or "no" interest in the proposed program; and if answering "yes" to outline "why"; if "no" to outline "why not."

Of those surveyed, a positive response from 52 percent of the respondents was received. Two information sessions were at held both facilities to answer any questions and provide additional information for potential students. The proposal asserts that additionally, it is possible that graduates of AUM's B.S.N. program will be interested in the proposed program at some point in their careers.

Faculty/Staff:

Current faculty to teach in the program:

Primary Faculty--

Full-time: 2

Part-time: 2

Support Faculty:

Full-time: 3

Part-time: 0

Additional faculty to teach in the program:

Primary Faculty--

Full-time: 0

Part-time: 0

Support Faculty--

Full-time: 0

Part-time: 0

Fellowships and Assistantships: No assistantships/ fellowships will be offered specifically for this program.

Equipment: No additional equipment is needed for the proposed program.

Facilities: Current facilities are sufficient for the proposed program.

Library: A review of resources was performed by the Collection Assessment Librarian for each course within the curriculum. It was determined that "Library holdings are more than adequate to support" the proposed program.

Program Budget: A total of \$0 in new funds will be needed for the program in the first five years, and a total of \$415,410 will be available through tuition.

Attachment 3
Auburn University at Montgomery
Master of Science in Healthcare Informatics and Leadership

Course Number and Title	Number of Credit Hours	* If New Course
HSMN 5110 Introduction to Healthcare Informatics	3	*
HSMN 5120 Leadership and Innovative Behaviors	3	*
HSMN 5210 Advanced Healthcare Informatics	3	*
HSMN 5220 Managing and Assessing Sustainability	3	*
HSMN 5130 Information Security, Privacy and Ethics	3	*
HSMN 5230 Systems Thinking and Assessment	3	*
HSMN 5350 Scholarly Inquiry	4	*
HSMN 5355 Healthcare Informatics and Leadership Capstone	8	*

Total credit hours required for completion = 30.

Attachment 4
Auburn University at Montgomery
Master of Science in Healthcare Informatics and Leadership

**Letter of Support from East Alabama Medical Center Director of Education Services to
AUM College of Nursing and Health Sciences Interim Dean**



Dr. Ramona Lazenby
Interim Dean
AUM College of Nursing and Health Sciences

July 16, 2015

Dear Dr. Lazenby:

I am pleased to write this letter to support Auburn University Montgomery's proposed Master of Health Science: Interdisciplinary Health Informatics and Leadership option. I believe the interdisciplinary collaboration between the College of Business and the College of Nursing and Health Science will give the graduates of this program a unique skill set that will be highly coveted in healthcare leadership positions. These graduates will have the skills required to provide leadership that supports an organizational culture of quality patient outcomes by integrating business concepts, nursing leadership theory, and management skills.

East Alabama Medical Center (EAMC) has a long-standing history of success with Auburn University Montgomery graduates. EAMC's scholarship program has supported graduates of the Auburn University Montgomery School of Nursing program for over fifteen years. The quality of knowledge and the professionalism of these graduates has been superior, making them highly desirable by EAMC Nursing Managers each year. In 2011, EAMC approached AUM's College of Business regarding a partnership to offer an on-campus Executive Master of Business program. This active partnership has been highly successful with EAMC graduating two cohorts and 38 students to date.

Today's healthcare environment demands leaders who are fully equipped to tackle the challenges of ever-changing health care systems while embracing the humanity of the patients in which we serve. The proposed curriculum offered in this program uniquely blends these concepts with practical applications that give the graduates knowledge that can be immediately applicable to the achievement of EAMC's core values, mission and vision.

I am excited by the opportunity for a potential partnership with AUM's College of Business and College of Nursing and Health Science to bring the Master of Health Science degree to our employees.

Sincerely,

A handwritten signature in dark ink that reads "Karen Gresham". The signature is written in a cursive style.

Karen Gresham, RN MSN MBA CCRN
Director of Education Services
East Alabama Medical Center

DECISION ITEM C-14: Auburn University, Master of Social Work in Social Work (CIP 44.0701)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Objective: The Auburn University MSW program will prepare students for advanced direct social work practice. Advanced practice will focus on the areas of health and mental health with an emphasis on health disparities, prevention, and policy. Auburn's program will provide advanced training for students in a growing field that has a practical and positive impact on the lives of people in the State of Alabama and the region.

Auburn University states that land grant institutions have the privilege and responsibility to address state and national needs to benefit the public. Part of the university's mission is to "provide high-quality graduate and professional programs in areas of need and importance to the state and beyond." A professional, practice-based, direct service graduate program in Social Work (MSW) would further the university's mission in this regard. The proposed Master's of Social Work program directly relates to the university's land grant mission and is in keeping with its increasing emphasis on fields related to healthcare.

Role: The proposed program is within the instructional role recognized by the Commission for Auburn University (AU).

Mode of Delivery: Currently, the instructional delivery method for this program is face-to-face, on campus. The proposed program does not plan to utilize distance education initially. Individual courses may be taken via distance education if available/offered in the future.

Similar Programs: The following universities offer programs at the same degree level, utilizing the same CIP code (44.0701): 1. University of Alabama, 2. Alabama A&M, and 3. Troy University. A search for accredited MSW programs with a focus on health and mental health within SREB states identified eleven such programs.

Collaboration: The proposed Auburn University MSW Program anticipates many opportunities for collaboration with other MSW programs across the state.

Resources: The proposal projected that \$2,358,070 will be required for the program in the first five years, and that \$3,360,140 will be available over the same period through tuition and internal reallocations.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed MSW program's mission fits with the broader university initiative to focus on health disparities as a critical research priority.
2. The proposed MSW program will increase opportunities for university/community partnerships to further ameliorate health disparities.

3. The proposed MSW program will strengthen diversity within the Auburn University student population [Nationwide, 36 percent of students enrolled in MSW programs were non-white (Council on Social Work Education, CSWE, 2013)] as well as prepare social work professionals to effectively meet the needs of an increasingly diverse population.
4. The proposed MSW program will allow the already research productive faculty to increase productivity as well as provide opportunities for student research, consistent with Auburn University's strategic plan.
5. The establishment of an MSW program will build upon the strengths of the 40-year old undergraduate (BSW) program and further support Auburn University's land grant mission.

DECISION ITEM C-14: Auburn University, Master of Social Work in Social Work (CIP 44.0701)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Social Work in Social Work and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by September 9, 2018 or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2018-19, will be at least 18, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2022-23 (three-year average) will be at least 20, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2023.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Memorandum of Support from Department of the Army, Chief Social Worker, Warrior Transition Battalion, Fort Benning, Georgia, attached.

5. Auburn University program proposal, received May 24, 2016 Available upon request.
6. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University

PROGRAM Master of Social Work in Social Work (CIP 44.0701)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	\$363,000	\$370,260	\$377,670	\$385,220	\$392,920	\$1,889,070
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$25,400	\$25,400	\$25,400	\$25,400	\$25,400	\$127,000
STAFF	\$33,000	\$33,660	\$34,330	\$35,020	\$35,720	\$171,730
OTHER	\$42,500	\$27,780	\$28,050	\$43,330	\$28,610	\$170,270
TOTAL	\$463,900	\$457,100	\$465,450	\$488,970	\$482,650	\$2,358,070

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$383,870	\$439,400	\$258,200	\$250,200	\$242,200	\$1,573,870
EXTRAMURAL	\$0	\$0	\$0	\$10	\$0	\$0
TUITION	\$80,000	\$241,200	\$485,450	\$488,970	\$490,650	\$1,786,270
TOTAL	\$463,870	\$680,600	\$743,650	\$739,170	\$732,850	\$3,360,140

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	30	60	60	60	44
NEW ENROLLMENT HEADCOUNT	10	20	20	20	20	18 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	20	20	20	20

Attachment 2

Summary of Background Information Master of Social Work in Social Work Auburn University

Role: The proposed program is within the instructional role recognized by the Commission for Auburn University.

Description and Objectives: The MSW program will prepare graduates for advanced direct social work practice. The Council on Social Work Education utilizes a competency-based educational model for achieving successful student outcomes. Competency based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of professional competencies.

At the advanced level of social work practice, the MSW program will prepare graduates who are qualified to do the following:

- Demonstrate ethical and professional behavior.
- Engage and assess individuals, families, groups, organizations and communities.
- Evaluate practice with individuals, families, groups, organizations and communities.
- Engage diversity and difference in practice.
- Intervene effectively with individuals, families, groups, organizations and communities in an increasingly diverse world.
- Research and critically analyze information and use that information to inform professional social work practice (i.e. engage in practice-informed research and research-informed practice).
- Obtain the knowledge, values and skills necessary to identify, articulate, and ameliorate issues related to health disparities.

Assessment: Assessment of the MSW program will be performed utilizing two primary methods of evaluation, both of which will be conducted during the students' final semester in the program.

Following the completion of all course work in the MSW curriculum, all students will perform a final, full-time (32 hours per week) internship. In conjunction with the internship students participate in a seminar course (capstone). The capstone is the culmination of the learning, simulating, and applying knowledge gained through the core social work course and their field experience.

A field evaluation is conducted at the mid-point of the semester and again at its conclusion. Field supervisors (agency-based, licensed professional, master's prepared social workers) evaluate their interns. The field evaluation instrument is based directly on the competency-based educational outcomes identified by the Social Work program. The goal is for students to demonstrate integration and application of the program competencies. The midterm evaluation allows for the identification of any areas of growth that can be addressed during the second half of the internship.

The second assessment tool is the Agency Special Macro Project [also conducted during seminar (capstone)] and is a course-based assignment that requires students to complete an agency

specific project that represents community, management or policy-based practice. Students will be required to present these projects at the end of the capstone experience. Each summer, during the annual Social Work program faculty retreat, outcome assessment results will be reviewed and discussed by all faculty members. Assessment results will be used to identify areas of strength and opportunities for growth in the program. Results from this annual academic review will be utilized to revise the program as needed to ensure successful student attainment of the seven learning outcomes.

Administration: The program will be administered by the College of Liberal Arts, Dean Dr. Joseph Aistrup; Department of Sociology, Anthropology and Social Work, Chair, Dr. Allen Furr.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Three (3) members of the ACGD participated in the final vote, all three voted to approve the proposal.

Accreditation: The Council on Social Work Education is the accrediting body for both graduate and undergraduate Social Work programs nationally and internationally. The Auburn University MSW program would seek accreditation via this entity (which is also, in turn, accredited by Council for Higher Education Accreditation [CHEA]).

Curriculum: Program Completion Requirements:

Traditional Program

Credit hours required in major courses:	52 semester hours
Credit hours required in support courses:	N/A
Credit hours in required or free electives:	9
Credit hours for thesis or dissertation:	N/A
Total semester hours:	61

Advanced Standing Program

Credit hours required in major courses:	24 semester hours
Credit hours required in support courses:	N/A
Credit hours in required or free electives:	15
Credit hours for thesis or dissertation:	N/A
Total semester hours:	39

Collaboration: The proposed Auburn University MSW Program anticipates many opportunities for collaboration with other MSW programs across the state.

Distance Education: The proposed program does not plan to utilize distance education initially. Individual courses may be taken via distance education if available/offered in the future. Distance education is a course delivery method that faculty are interested in for future development, but will not be available in the initial course offerings.

Admissions: Students must have:

1. A bachelor's degree from a regionally-accredited institution.
2. A GPA of 3.0 based on a 4.0 scale overall or a 3.0 average for the last 60 semester hours of coursework in a degree program.
3. If a student has a GPA less than 3.0 overall based on a 4.0 system, they must take the Graduate Record Exam to be considered for admission.
4. The analytical writing sections of the GRE will be evaluated along with the applicant's application.
5. Three letters of recommendation (to be sent directly to the program).

6. One official transcript of all undergraduate and any graduate credits from each school previously attended.
7. A completed MSW application and a completed Auburn University Graduate School Application.
8. A Personal Statement that addresses:
 - a. Motivation for social service/social change
 - b. Capacity for professional social work education
 - c. Professional ethics
 - d. Social concern analytical essay

For Advanced Standing Students:

1. A Bachelor of Social Work degree from an institution accredited by the Council on Social Work Education
2. A 3.0 average or better in all undergraduate social work courses, with no more than one 'C' in upper division/professional social work courses and grades of 'B' or better in field education courses.

Need: Alabama and much of the southeastern United States simultaneously carry a disproportionately high burden of poverty and maintain a poor social welfare infrastructure. Subsequently, the region has a higher than average share of problems such as health inequality and untreated mental illness. Additionally, support and direct clinical services for families and children fail to meet the needs of the population. An MSW program at Auburn University would increase the number of social work professionals trained to address these problems, enable Auburn to become a hub for social service resources, and allow Auburn University to take an important step in fulfilling its land grant mission of service to the State of Alabama and society at large.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	20	21	22	23	24	104
Alabama	200	204	209	214	219	1,046
SREB	3,430	3,512	3,596	3,682	3,770	17,990
Nation	12,040	12,329	12,624	12,927	13,237	63,157

Local workforce data were obtained via a 2015 survey of 104 Auburn University field agencies (35 percent response rate). The results revealed overwhelming support for an MSW program at Auburn University with 100 percent of the respondents reporting a need for MSW-level professionals in their community and 78 percent reporting a need for more MSW-level professionals in their agencies. Health and mental health social workers were identified as one of two highest need concentrations. As Lee County is one of the fastest growing areas in the state, we estimate that the need for social workers will continue to increase and have projected job openings conservatively between the estimated regional rate and state rate at 25 percent or 5 percent a year.

Workforce data from the Alabama Department of Labor (2015) demonstrates that health and behavioral health constitutes about 47 percent of public social work positions. The Alabama Department of Labor has projected that occupations for Medical and Public Health Social Workers will increase 43 percent from 2010 to 2020 or 4.3 percent each year for 10 years (21.5 percent in 5 years). In fact, Medical Social Work has been identified as an “Alabama Hot 40 Demand Occupation,” appearing 9th on the list of occupations that require a master’s, doctoral, or professional degree. In addition, the US Bureau of Labor Statistics (BLS), (2015) projects that healthcare social work will grow by 26.6 percent and mental health and substance abuse social work will grow by 20 percent in Alabama over the next 10 years. Furthermore, the US BLS (2015) estimates that there will multiple job openings in Alabama each year for all levels of social work; estimating 160 openings a year for medical and public health social workers from 2010 to 2020. Most positions within the medical field require the MSW degree.

According to the US Bureau of Labor Statistics (2015) the occupation category of healthcare social worker is projected to grow by 26.8 percent between 2014 and 2024, and the category of mental health and substance abuse social worker is projected to grow by 22.8 percent. Therefore, the projected growth of these two social work occupation categories (combined average) is 24.8 percent or approximately 2.48 percent each year over 10 years (12.4 percent in 5 years).

The SREB region closely follows the national average of occupational employment statistics as determined by the US Bureau of Labor Statistics (2015). The category of healthcare social worker is projected to grow by 22.97 percent between 2014 and 2024, and the category of mental health and substance abuse social worker is projected to grow by 20.19 percent for the region. Therefore, the projected growth of these two social work occupation categories (combined average) in the SREB region is 21.5 percent or approximately 2.15 percent each year over 10 years (10.79 percent in 5 years). These numbers were calculated by averaging the projected growth rate for both US BLS categories for all 16 SREB states. All states in the SREB region have projected growth in healthcare and mental health social workers with Georgia projecting the highest 10-year growth rate (32.4 percent) and Maryland the lowest (9.5 percent). Twelve of the 16 SREB states have a projected 10-year growth rate of 20 percent or higher.

Student Demand: Enrollment in MSW programs is growing. From 2009-2013 the full-time enrollment of master’s students increased by 7.3 percent (CSWE, 2014). In Alabama, currently there are 15 accredited BSW programs (Bachelor’s Degree in Social Work); however, there are only 3 fully accredited MSW programs. Nationwide, more master’s degrees than bachelor’s degrees are conferred each year. A total of 40,237 social work degrees were awarded for the 2012-2013 academic year; 43 percent were baccalaureate degrees and 57 percent were master’s degrees.

A January 2015 student survey (228 surveys of current and recent Auburn University Social Work graduates were sent out and 106 responded – a 47 percent response rate) found that 87 percent of students were interested in pursuing an MSW degree. Of these students, 81 percent would prefer to earn the MSW degree at Auburn, opposed to any other university. Additionally, the MSW degree will also appeal to students with undergraduate degrees in areas such as psychology, sociology, counseling, and human development and family studies.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 3

Part-time:

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Support Faculty—
Full-time: 3
Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—
Full-time: 4
Part-time: 0

Support Faculty—
Full-time: 0
Part-time: 0

Four new faculty members will be hired to support the MSW program. Auburn will hire 3 tenure track (9-month) faculty and one clinical, 12-month faculty member. All four faculty members must have an MSW degree (terminal degree for the profession) and at least 2 years of social work practice experience. Each of the three tenure track faculty members must have a Doctorate in Social Work (DSW) or a Ph.D. in Social Work or a related field. One will be an associate professor, with an established record of publications and experience teaching at the master's level.

The other two tenure track faculty members will be at the assistant level, with a demonstrated potential for publication, and teaching experience at the master's level is preferred. For the clinical track faculty member, the applicant must have a Master's Degree in Social Work and a minimum of five years clinical social work practice experience.

Support Staff: No new support staff will be necessary for this degree program.

Fellowships and Assistantships: Two assistantships are anticipated being offered to support the proposed program.

Equipment: No special equipment be needed specifically for this program.

Facilities: No new facilities will be required specifically for the program.

Library: The Auburn University library as a whole contains 4,416,728 volumes, and over 35,000 current periodicals, with 232,301 volumes held in the social sciences collection. In addition, the library has a full-time special collections and preservation librarian who is the subject specialist for the Department of Sociology, Anthropology, and Social Work, who fields requests and recommendations from departmental faculty, staff and students in regard to materials purchases, instruction sessions for classes and individuals, and research assistance. The budget for social work library resources includes, but is not limited to, books, electronic databases (including social services abstracts, sociological abstracts, social sciences citation index and PsycINFO) and journal subscriptions.

The annual budget for the department in FY 2015/2016 included a projected budget of \$296,500 for the Sociology/Anthropology/Social Work department. Auburn's main library, which houses all social work related materials, is located within walking distance (approximately 5 minutes) of Haley Center, where the Social Work program is housed. It is open 24 hours/day during weeknights of the fall/spring semester, and has excellent access on weekends and summer.

Program Budget: The proposal projected that \$2,358,070 will be required for the program in the first five years, and that \$3,360,140 will be available over the same period through tuition and internal reallocations.

Attachment 3
Auburn University
Master of Social Work in Social Work

Course Number and Title	Number of Credit Hours	* If New Course
SOWO 7000 Introduction to the Social Work Profession	3	*
SOWO 7800 Human Behavior and the Social Environment	3	*
SOWO 7080 Social Work Practice with Individuals and Families	3	*
SOWO 7090 Advanced Social Welfare Policy	3	*
SOWO 7070 Social Work with Groups and Communities	3	*
SOWO 7700 Foundations of Social Work Research	3	*
SOWO 7920 Generalist Field	3	*
SOWO 7020 Psychopathology	3	*
SOWO 7030 Evaluation in Social Work Practice	3	*
SOWO 7010 Advanced Clinical Practice	3	*
SOWO 7040 Social Work Practice in the Healthcare Field	3	*
SOWO 7050 Mental Health	3	*
SOWO 7080 Policy Practice and Social Justice	3	*
SOWO 7100 Gerontology	3	*
SOWO 7110 Trauma Informed Practice	3	*
SOWO 7120 Psychosocial Context of Disability	3	*
SOWO 7130 Social Work Practice with Children and Adolescents	3	*
SOWO 7950 Integrative Seminar	3	*
SOWO 7930 Advanced Field	12	*

Attachment 4
Auburn University
Master of Social Work in Social Work

Memorandum of Support from Department of the Army, Chief Social Worker, Warrior Transition
Battalion, Fort Benning, Georgia



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY MEDICAL DEPARTMENT ACTIVITY
FORT BENNING GEORGIA 31905-5637

January 30, 2015

Re : Letter of support for Auburn University to develop a MSW program

In my capacity as Chief Social Worker of the Warrior Transition program at Ft. Benning, Ga, I fully support Auburn University's application for a Masters in Social Work Program.

I confirm that I am familiar with the contents of the proposed Graduate study program, and this university's current undergraduate social work program offers a curriculum that prepares students for a higher level of study. The planned graduate school is relevant to what is presently being offered and would enhance the educational process and improve the community access to care needs in the area of behavioral Health.

The opportunity of a MSW program at Auburn University above all allows the chance to establish a much sought after graduate school on the campus of one of the nation's top universities. The prospect of the students learning, training and practicing together holds so many great possibilities. I firmly believe as we rapidly move into a system of intense integrated mental health care whereby multiple providers and other stakeholders will come together to maximize efficiencies of education, research, costs and quality care, we must provide obtainable educational opportunities.

Standing convinced that AU, Social Workers (MSW) throughout our region and regional hospital networks collectively stand on fertile ground for the creation of a truly integrated educational process and health care delivery system that we have rarely seen to date in this area. The next logical step in the evolution of healthcare and Behavioral Health's rapid expansion in the east Alabama and west Georgia's populations, coupled with existing social work shortages have created a critical demand now and in the future for social workers of all types, both primary care and specialists. A graduate school of Social Work would supplement Auburn University's provision of high quality health care providers and increase the University's ability to assist the surrounding areas in obtaining these individuals. The ability to retain clinicians in Lee County and offer a graduate education allows the school the opportunity to create a new paradigm for East Alabama medicine and Behavior health care delivery.

If you have any questions please feel free to contact the undersigned.

Elaine B. Kelly, MSW,
Chief Social Worker
Warrior Transition Battalion
Ft. Benning, Ga 31905
706-626-2617

DECISION ITEM C-15: University of West Alabama, Master of Science in Clinical Mental Health Counseling (CIP 51.1508)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Objective: The Clinical Mental Health Counseling Program offers a master's degree program for students who have completed bachelor's degrees and are preparing for employment as clinical mental health counselors. The proposed program will meet the coursework requirements for graduate licensure as a professional counselor in Alabama and for program accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The program will afford students opportunity to select a concentration in Addictions Counseling, Distance Counseling, Grief, Trauma, and Crisis Counseling, and Play Therapy. The program supports the University's mission and goals as it assists students in development of the important qualities of independent thinking, respect for the ideas of others, and establishment of a firm foundation of personal integrity and character in order to realize their quests for a philosophy of life and for self-fulfillment.

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Mode of Delivery: Instructional delivery will be a combination of Classroom Instruction and Online Instruction through the Blackboard System.

Similar Programs: There is only one program listed on the ACHE site with the same CIP code (51.1508) as the proposed program. It is the Master of Arts in Clinical Mental Health Counseling at the University of Alabama.

Collaboration: Although the University of West Alabama is not currently pursuing program collaboration with another institution, research partnerships with other institutions in the State and around the country would be welcomed.

Resources: The proposal projected that \$204,584 in new funds will be required for the program in the first five years, and that \$1,187,550 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. As the projected employment needs for mental health counselors is at least at 20 percent nationwide and at least 28 percent within the Southern Regional Education Board (SREB), this program will provide a strong contribution of prepared professionals to meet this growing need.
2. The proposed program provides for students who are interested in licensure as a professional counselor to complete the required coursework in one program rather than have to enroll in two degree programs as is now the case at the University.

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Friday, September 9, 2016

3. This program will provide a strong resource of support for regional professionals in the delivery of mental health services through support for continuing education and through mutual collaborations in seeking grant funding.
4. There appears to be strong student demand for the proposed program.

DECISION ITEM C-15: University of West Alabama, Master of Science in Clinical Mental Health Counseling (CIP 51.1508)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Science in Clinical Mental Health Counseling with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 11, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2020-22 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in admission to related graduate programs.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of West Alabama program proposal, received May 20, 2016. Available upon request.

6. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of West Alabama

PROGRAM Master of Science in Clinical Mental Health Counseling (CIP 51.1508)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$49,496	\$49,496	\$49,496	\$49,496	\$197,984
LIBRARY	\$2,600	\$1,000	\$1,000	\$1,000	\$1,000	\$6,600
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,600	\$50,496	\$50,496	\$50,496	\$50,496	\$204,584

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$81,900	\$143,325	\$245,700	\$307,125	\$409,500	\$1,187,550
TOTAL	\$81,900	\$143,325	\$245,700	\$307,125	\$409,500	\$1,187,550

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	7	11	17	20	25	16
NEW ENROLLMENT HEADCOUNT	7	5	10	15	20	11 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	1	5	10	15	8

Attachment 2

Summary of Background Information

Master of Science in Clinical Mental Health Counseling
University of West Alabama

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Description and Objectives: The student learning outcomes for the Master of Science in Clinical Mental Health Counseling are:

- Theoretical Knowledge - Students will be able to sufficiently synthesize theoretical knowledge within the clinical mental health counseling profession and apply this to develop evolving best practices.
- Research Methodology - Students will be able to sufficiently synthesize research into daily practice and policy development within the profession.
- Communication - Students will be able to clearly communicate, express, and discuss concepts throughout the program.
- Sociocultural Awareness - Students will show a clear understanding of social issues and intergroup relations as they relate to the profession of clinical mental health.
- Professional Ethics - Students will show a clear understanding and application of professional ethics for clinical mental health counselors.
- Professional Application - Students will engage in professional application, which includes practicum and internship to apply theory and the development of counseling skills under supervision.

Assessment: Assessment of the Master of Science in Clinical Mental Health Counseling at UWA will be a two-tiered system. First, the program, like all academic units at the University of West Alabama, will engage in a thorough annual review process directed by the Office of Institutional Effectiveness and Retention. Data from assessment continuously inform and promote change in the explicit and implicit curriculum. The process is outlined in the following overview.

Overview of University Planning and Assessment - The planning process at the University of West Alabama is a tiered process, beginning at the unit level, then moving to the Dean/Vice President level at the Dean's Council and culminating at the President's Council, where the direction and budget is set for the upcoming year. It is a continuous process designed to involve all areas of the institution and maintain comprehensive participation. By the end of May, all units complete the planning portion of the process for the upcoming academic year.

This process includes developing, reviewing, and/or updating objectives that link to specific University goals and determining expected results to form a comprehensive assessment plan. The planning process is done collectively, allowing all vested individuals a voice in the process. By the end of September, all units perform a self-study to analyze the results of assessment activities from the previous academic year. Using the self-study results, all units develop strategic action plans and note any resources needed to accomplish set outcomes/objectives. This process allows each unit to determine which parts of their current comprehensive assessment plan are working well and/or which areas need improvement.

When the self-study process is complete at the unit level, all planning and assessment documents are forwarded to the Dean/Vice President. For both academic and non-academic units, the Deans/Vice Presidents then develop executive summaries once the planning and assessment documents have been revised according to the Dean's recommendations. These summaries are comprised of key accomplishments from the previous academic year and needed resources for the upcoming academic year.

Moreover, though, the program will assess and review itself continually in order both to ensure a quality program and to continue to evolve and grow in terms of quality and scope. The following review and assessment methods will be utilized in the Master of Clinical Mental Health Program:

- Students will be assessed as they apply to the professional program.
- All courses will include assessment methods such as exams, projects and other means to assess student progress and mastery of course objectives and competencies.
- All students must maintain a 3.0 GPA and C's or better in all required courses.
- Students must demonstrate mastery of knowledge and skills and readiness to work with clients prior to placement into the practicum and internship courses.

Administration: The program will be administered by the UWA College of Education, Dr. Jan Miller, Dean; and by the Department of Instructional Leadership and Support, Dr. Reenay Rogers, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Three (3) responses were received by the ACHE agenda publication date; all three voted to recommend approval of the proposed program.

Accreditation: The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation will be a mandated requirement by the National Board for Certification of Counselors for all persons attaining licensure as a professional counselor beginning in 2022. Some states are setting this requirement for state licensure at a date earlier than 2022. As University students in counselor preparation have included both regional students in campus courses and students from all regions of the United States through online courses, attainment of CACREP accreditation is a necessity for the University to continue to have a viable preparatory degree program for future licensed mental health counselors.

Curriculum: The requirements for the proposed program are listed below.

Credit hours required in major courses	60
Credit hours required in minor	--
Credit hours in institutional general education or core curriculum	--
Credit hours required in support courses	--
Credit hours in required or free electives	--
Credit hours for thesis or dissertation	--
Total credit hours required for completion	60

Completion requirements also include:

- A grade-point average of not less than 3.0 on a four-point scale on all work attempted with no grade less than "C."
- A satisfactory score on the Counselor Preparation Comprehensive Exam.

- Satisfactory performance in one practicum for 100 clock hours and two full-time internships for a combined 600 clock hours of internship and 700 hours total professional practice supervised jointly by a site supervisor and a UWA counselor educator program faculty member who meet CACREP criteria for practicum and internship supervision.

Collaboration: Although the University of West Alabama is not currently pursuing program collaboration with another institution, research partnerships with other institutions in the State and around the country would be welcomed. UWA asserts that such partnerships with other Clinical Mental Health Counseling arrangements may foster enhanced experiences and opportunities for their students.

Distance Education: Instructional delivery will be a combination of classroom instruction and online instruction through the Blackboard System. Classroom instruction will include a combination of multimodal, interactive techniques intended to promote active student participation in every aspect of the learning experience. One-hundred percent of the total program's courses offered will be provided by distance education.

Admissions: Admissions criteria includes:

- Candidates must submit a portfolio to the Counselor Education Program for review. The portfolio affords a candidate the opportunity to provide valuable information regarding: relevance of career goals, aptitude for graduate-level study, potential success informing effective counseling relationships, and respect for cultural differences.
- Provide three recommendations for admission forms completed by instructors or supervisors.
- Provide a resume including educational background, a record of employment, and volunteer activities.
- Construct an essay that covers the points below and is in a typed, double-spaced format and 3 to 5 pages in length that discusses career goals, perception of counseling, perception of counseling relationship, personal fit for work as a counselor, and description of personal respect for cultural differences.
- Complete a formal interview with members of Counselor Education Faculty.
- Submit GRE score.

Note: The required score will be published for each admission period to align with the score norm required by SREB CACREP programs.

Need: The institution states that the viability of UWA's existing program has been strong but no longer satisfies the need for a CACREP program to offer students who desire licensure as a professional counselor. UWA believes that this proposed change will only serve to strengthen their offering and increase the respect and acceptance of their graduates due to the new degree designation and design. UWA does not see this proposal as adversely affecting the comparable programs across the state. As indicated above, the growth in utilization of mental health services dictates increased need for preparation of professionals to provide this service.

As a regional institution, the University of West Alabama retains many of its graduates as employees continuing to provide services in this region. The poverty rate of this region is among the highest in Alabama, with Sumter and Green counties rated at a minimum of 31 percent, as compared to the state rate of 18 percent. Such a poverty rate can deter potential employees from service in an area and therefore supports the need for this regional University to continue to provide Clinical Mental Health Counselors who are vested in serving their home region.

The program is intended to primarily meet employment needs but will also be able to address continuing education needs for regional mental health professionals. Licensed Professional Counselors are required to attain 40 contact hours of continuing education for license renewal every two years. The Alabama Board of Examiners in Counseling requires at least 30 of these hours to be conducted in face-to-face training. Licensed Social Workers are required to attain 30 continuing education hours for license renewal each two years, with a requirement for at least 15 of these hours to be face-to-face. Much of the continuing education training offered for these mental health professionals is both cost prohibitive and time prohibitive due to travel distance requirements to training sites. The University of West Alabama counseling faculty and office of Counseling Services have already established provider capacity for these two professional bodies to offer continuing education training to mental health professionals.

Further, the proposed program will continue to collaborate with local and state providers of clinical mental health services. This collaboration already has been established through grant partnerships such as the Lee Garrett Smith Suicide Prevention Grant through the Substance Abuse and Mental Health Services Administration (SAMSHA) in which the University of West Alabama has collaborated with West Alabama Community Mental Health, Weems Community Mental Health in Mississippi, Alliance Health Services (In-Patient), local social assistance services ,such as the Sumter County Department of Human Resources, and local law enforcement agencies.

Finally, the University of West Alabama boasts a strong online graduate enrollment, with a core of enrollment in graduate counseling programs. This program will support continuation and expansion of this effort.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	1	2	2	2	2	9
State	40	40	40	40	40	160
SREB	1,730	1,730	1,730	1,730	1,730	8,650
Nation	5,450	5,450	5,450	5,450	5,450	27,250

According to the U.S. Bureau of Labor Statistics, the employment of mental health counselors is projected to grow 20 percent from now until 2024, much faster than the average for all occupations. Growth is expected as more people have mental health counseling services covered by their insurance policies. The top industries for employment of Clinical Mental Health Counselors will continue to be health care and social assistance. As implementation of the Affordable Health Care Act grows, need will also grow for Clinical Mental Health Counselors.

New health laws require that under a medical policy which offers mental health aspects, an insurer must provide the same amount of visits to a Mental Health Counselor as they provide for medical visits (referred to as "parity " policies). For example, under the Affordable Care Act, if the policy says the patient has 35 visits to a medical physician, the patient will also have 35 visits to a mental health specialist.

Student Demand: Enrollment projections were determined through analysis of enrollment in the Counseling and Psychology degree program over the last five years. The Counseling and Psychology program has been the preparatory program that will now be replaced by the proposed program for a Master of Science in Clinical Mental Health Counseling.

This analysis has shown the following enrollments for fall terms.

<u>Enrollment Year Fall Term</u>	<u>Total</u>
Fall 2011	643
Fall 2012	611
Fall 2013	468
Fall 2014	314
Fall 2015	215
Total 5 years fall enrollment	2,251

The decrease in enrollment each fall is one major reason for the proposal of the Master of Science in Clinical Mental Health Counseling. The University marketing office for graduate programs has continued to receive potential student and related queries about a master's degree in mental health counseling with specific query as to the status of the University program having CACREP accreditation. Queries were recorded as 178 for 2013, 191 for 2014, and 126 for 2015.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 5

Part-time: 12

Support Faculty—

Full-time: 1

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: No additional support staff are indicated.

Fellowships and Assistantships: No assistantships will be offered specifically for this program.

Equipment: No special equipment will be needed specifically for this program.

Facilities: No new facilities be required specifically for the program.

Library: The Resources and Technical Services Division of the American Library Association (ALA) has drafted descriptive codes, or guidelines, for use in identifying existing collection strength and current collection intensity for colleges and universities. These guidelines were applied to the UWA collection in Clinical Mental Health. According to these guidelines, a library that is ranked at Level 3 in a particular field can support instruction and research in that field at the research level required for dissertations and independent research.

An analysis of the University of West Alabama's collection in Mental Health Studies clearly indicates that it reaches Level 3 in collection strength and intensity for a Master of Science degree in the field. The Expert Appraisal was one method used to arrive at the current Level 3 collection strength. This appraisal is based on the Reaffirmation Report of the Southern Association of Colleges and Schools (SACS) that visited the University of West Alabama in 2013,

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and the Reaffirmation Report of the National Council of Teacher Education (NCATE) that visited the University of West Alabama in 2014.

The Visiting Committees found no deficiencies in the Library's holdings in the areas that support research and study in the academic areas that support the study of clinical mental health.

The level of library appropriations for Guidance and Counseling study also supports the Level 3 collection strength for the proposed Master of Science Degree.

Program Budget: The proposal projected that \$204,584 in new funds will be required for the program in the first five years, and that \$1,187,550 will be available over the same period through tuition.

Attachment 3

**The University of West Alabama
 Master of Science in Clinical Mental Health Counseling**

Course Number and Title	Number of Credit Hours	• If New Course
Professional Courses		
CO 000 Counselor Education Program Orientation (0)	0	
CO 500 Professional Orientation (3)	3	
CO 501 Introduction to Clinical Mental Health Counseling (3)	3	
CO 504 Research and Program Evaluation I (3)	3	
CO 505. Research and Program Evaluation II (3)	3	
<u>CO 506. Life-Span Development and Learning (3)</u>	3	
<u>CO 523. The Counseling Relationship (3)</u>	3	
<u>CO 541. Techniques of Counseling (3)</u>	3	
<u>CO 542. Career Development and Counseling (3)</u>	3	
<u>CO 544. Strategies for Crisis Intervention (3)</u>	3	
<u>CO 545. Assessment in Counseling (3)</u>	3	
<u>CO 546. Group Counseling (3)</u>	3	
<u>CO47. Counseling Multicultural Populations (3)</u>	3	
CO 548 Counseling Practicum – 100 hours (3)	3	
<u>CO 554. Technology and the Counseling Profession (3)</u>	3	
<u>CO 559 Internship I -300 hours (3)</u>	3	
<u>CO 569 Internship II – 300 hours (3)</u>	3	
Approved electives (12) from the following courses:		
CO 510 - Theories and Treatment of Addiction	3	
CO 511 - Issues in Addiction Recovery	3	
CO 512 - Family Issues in Counseling Addicted Clients	3	
CO 513 - Techniques of Addictions Counseling	3	
CO 520 Diagnosis and Treatment Planning of Mental Illness (3)	3	
CO 521 Assessment of Mental Illness (3)	3	
CO 524 Counseling Couples and Families (3)	3	
CO 525 Techniques in Couples and Family Counseling (3)	3	

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CO 526 Assessment in Counseling Couples and Families (3)	3	
CO 527 Introduction to Psychotropic Medical Management (3)	3	
CO 530 - Theory and Techniques in Distance Counseling	3	
CO 531 - Law and Ethics in Distance Counseling	3	
CO532 - Administration and Practice of Distance Counseling	3	
CO533 - Distance Counseling with Special Populations	3	
CO 543 Counseling Children & Adolescents	3	
CO 550 - Theory and Treatment of Trauma	3	
CO 551 - Counseling with Special Populations Grief, Trauma, or Crisis	3	
CO 553. Substance Abuse and Addictions Counseling	3	
CO 560 - Theory and Treatment of Grief	3	
CO 561 - Assessment and Intervention Strategies for Crisis	3	
CO 571 Introduction to Play Therapy	3	
CO 572 Advanced Play Therapy	3	
CO 573 Adult/Child Relationship	3	
CO 574 Play Therapy with Special Populations	3	

DECISION ITEM C-16: University of West Alabama, Master of Science in Guidance and Counseling (CIP 13.1101)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Objective: This program is designed to accomplish the two-fold purpose of 1) enhancing the knowledge, skills, and credentials of practicing Guidance and Counseling professionals, and 2) preparing aspiring school counselors with the training needed to provide school counseling services within the P-12 school setting. The curriculum prepares students with a strong working knowledge in counseling theory, ethical and legal issues, group counseling, multicultural counseling, professional orientation, human development, assessment and evaluation, as well as other knowledge and skill sets related to success in this profession.

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Mode of Delivery: Instructional delivery will be a combination of classroom instruction and online instruction through the Blackboard System.

Similar Programs: Troy University offers this degree as well. Troy University is not located in close proximity to the University of West Alabama, and therefore the proposers state that an additional program at UWA would open up this degree type to more residents of Alabama, especially in UWA's region.

There are several programs who offer a similar program using the same CIP Code focused on School Counseling, but offer it as a Masters of Education. Those are as follows: Alabama State University, Auburn University, Jacksonville State University, University of Alabama, University of North Alabama, University of Montevallo, University of Alabama at Birmingham, and the University of South Alabama.

UWA states that since many candidates would not be eligible to enroll in the Masters of Education programs at other institutions due to a lack of initial certification in a teaching field, offering this degree would not duplicate the efforts of those programs.

Collaboration: Although the University of West Alabama is not currently pursuing program collaboration with another institution, research partnerships with other institutions in the State and around the country would be welcomed.

Resources: The proposal projected that \$197,984 in new funds will be required for the program in the first five years, and that \$3,166,632 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. As the projected employment needs for school, educational, and career counselors is at least 8 percent nationwide and at least 14 percent within the SREB, this program will provide a strong contribution of prepared professionals to meet this growing need.

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2. This program will provide a strong resource of support for regional professionals, as well as others, throughout the national and international community who may not have access to such a degree at another institution.
3. The proposed program provides much needed access to continuing education and an advanced degree program in a much needed field to professionals in the West Alabama area, whether they are seeking professional development/continuing education or a degree in the field of guidance and school counseling.
4. The proposed program has an approximate 15 to 1 ratio of revenue generating to funds required.
5. Student focus group results support a substantive interest in the proposed program.

DECISION ITEM C-16: University of West Alabama, Master of Science in Guidance and Counseling (CIP 13.1101)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Science in Guidance and Counseling with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 9, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2020-22 (four-year average) will be at least 21, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in admission to related graduate programs.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of West Alabama program proposal, received May 20, 2016. Available upon request.

6. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of West Alabama

PROGRAM Master of Science in Master of Science in Guidance and Counseling (CIP 13.1101)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$49,496	\$49,496	\$49,496	\$49,496	\$197,984
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$49,496	\$49,496	\$49,496	\$49,496	\$197,984

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$575,460	\$631,404	\$639,756	\$653,256	\$666,756	\$3,166,632
TOTAL	\$575,460	\$631,404	\$639,756	\$653,256	\$666,756	\$3,166,632

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	85	89	90	92	94	90
NEW ENROLLMENT HEADCOUNT	5	10	10	10	10	9
DEGREE COMPLETION PROJECTIONS	0	12	24	24	25	21

Attachment 2

Summary of Background Information

Master of Science in Guidance and Counseling
University of West Alabama

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Description and Objectives: The student learning outcomes for the Master of Science in Guidance and Counseling are:

- Theoretical Knowledge - Students will be able to sufficiently synthesize theoretical knowledge within the school counseling profession and apply this to develop evolving best practices.
- Research Methodology - Students will be able to sufficiently synthesize research into daily practice and policy development within the profession.
- Communication - Students will be able to clearly communicate, express, and discuss concepts throughout the program.
- Sociocultural Awareness - Students will show a clear understanding of social issues and intergroup relations as they relate to the profession of school counselors.
- Professional Ethics - Students will show a clear understanding and application of professional ethics for school counselors.
- Professional Application - Students will engage in professional application, which includes practicum and internship, to apply theory and the development of counseling skills under supervision within the P-12 setting.

Assessment: Assessment of the Master of Science in Guidance and Counseling at UWA will be a two-tiered system. First, the program, like all academic units at the University of West Alabama, will engage in a thorough annual review process directed by the Office of Institutional Effectiveness and Retention. The process is outlined in the following overview.

Overview of University Planning and Assessment - The planning process at the University of West Alabama is a tiered process, beginning at the unit level, then moving to the Dean/Vice President level at the Dean's Council and culminating at the President's Council, where the direction and budget is set for the upcoming year. It is a continuous process designed to involve all areas of the institution and maintain comprehensive participation. By the end of May, all units complete the planning portion of the process for the upcoming academic year.

This process includes developing, reviewing, and/or updating objectives that link to specific University goals and determining expected results to form a comprehensive assessment plan. The planning process is done collectively, allowing all vested individuals a voice in the process. By the end of September, all units perform a self-study to analyze the results of assessment activities from the previous academic year. Using the self-study results, all units develop strategic action plans and note any resources needed to accomplish set outcomes/objectives. This process allows each unit to determine which parts of their current comprehensive assessment plan are working well and/or which areas need improvement.

When the self-study process is complete at the unit level, all planning and assessment documents are forwarded to the Dean/Vice President. For both academic and non-academic

units, the Deans/Vice Presidents then develop executive summaries once the planning and assessment documents have been revised according to the Dean's recommendations. These summaries are comprised of key accomplishments from the previous academic year and needed resources for the upcoming academic year.

Moreover, though, the program will assess and review itself continually in order both to ensure a quality program and to continue to evolve and grow in terms of quality and scope. The following review and assessment methods will be utilized in the UWA Guidance and Counseling Program:

- Students will be assessed as they apply to the professional program.
- All courses will include assessment methods such as exams, projects and other means to assess student progress and mastery of course objectives and competencies.
- All students must maintain a 3.0 GPA and B's or better in all required courses.
- Students must demonstrate mastery of knowledge and skills and readiness to work with clients prior to placement into the senior year internship courses.
- Faculty will engage in ongoing program evaluation as mandated by UWA policy.

Administration: The program will be administered by the UWA College of Education, Dr. Jan Miller, Dean; and by the Department of Instructional Leadership and Support, Dr. Reenay Rogers, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISIP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Two (2) responses were received. Both votes were to recommend approval of the proposal.

Accreditation: A degree approved by The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation is considered the national standard within the field, and as University students in counselor preparation have included both regional students in campus courses and students from all regions of the United States through online courses, attainment of CACREP accreditation is a necessity for the University to continue to have a viable preparatory degree program for future counselors.

Curriculum: The requirements for the proposed program are listed below.

Credit hours required in major courses	48
Credit hours required in minor	--
Credit hours in institutional general education or core curriculum	--
Credit hours required in support courses	--
Credit hours in required or free electives	--
Credit hours for thesis or dissertation	--
Total credit hours required for completion	48

Completion requirements also include:

- A grade-point average of not less than 3.0 on a four-point scale on all work attempted with no grade less than "C."
- A satisfactory score on the Praxis in School Counseling.
- Satisfactory performance in one practicum for 100 clock hours and two full-time internships for a combined 600 clock hours of internship and 700 hours total professional practice supervised jointly by a site supervisor and a UWA counselor educator program faculty member.

Collaboration: Although the University of West Alabama is not currently pursuing program collaboration with another institution, research partnerships with other institutions in the State and around the country would be welcomed. It is stated that such partnerships with other Guidance and Counseling or School Counseling programs may foster enhanced experiences and opportunities for UWA students.

Distance Education: Instructional delivery will be a combination of classroom instruction and online instruction through the Blackboard System. Classroom instruction will include a combination of multimodal, interactive techniques intended to promote active student participation in every aspect of the learning experience. One-hundred percent of the total program's courses offered will be provided by distance education.

Admissions: There are no special admission requirements for the proposed program. Students must meet the requirements to be admitted to the School of Graduate Studies; provide verification of background clearance/fingerprints; and submit their GRE score.

Need: The School Counseling program at UWA has made a significant impact on the field within the State of Alabama and beyond, but the current M.Ed. in School Counseling is only open to those who already hold an initial certification in the teaching field. This prohibits many candidates from entering into the field of guidance and counseling. The proposed degree would allow candidates without previous certification to be trained in the field of guidance and counseling which would expand the impact on this field even further.

This is particularly important in states that do not require an initial certificate in order to be employed as a school counselor, and for international students wishing to study in the area of school counseling. This University is a regional institution, and there are no other programs in our state within reasonable commuting distance. Furthermore, the university has a strong online presence and has agreements with several international organizations that would allow a variety of students to benefit from this degree. As indicated above, the growth in utilization of school counseling services dictates increased need for preparation of professionals to provide this service locally, regionally, and nationally.

Additionally, by offering this program in both the on-campus and on-line venues, UWA asserts that it can bring training and education in the field of guidance and counseling to a wide variety of students who would otherwise not be served. Locally, students wishing to have training in the guidance and counseling field would have access to this degree. Increasing the education of people in this area is strongly desired. The poverty rate of this region is among the highest in Alabama. For instance, Sumter and Green counties rated at a minimum of 31 percent as compared to the state rate of 18 percent. Increasing the educational levels of those in this area can help to reduce the poverty rates and provide a stronger pool of candidates to fill positions for which someone holding this degree would be eligible.

Further, many students from rural or remote locations across the country and around the country are unable to obtain graduate level degrees, especially in specialized fields such as guidance and counseling. By offering this degree, students from most states and international students as well as those in our military who would like to continue their studies while serving abroad will have this opportunity.

Finally, the proposed program is intended to primarily meet employment needs, but will also be able to address continuing education needs for both school counselors and mental health counselors as much of the needed coursework for certification and licensure can be shared between the two specialty areas. For example, Licensed Professional Counselors are required to attain 40 contact hours of continuing education for license renewal every two years. The Alabama Board of Examiners in Counseling requires at least 30 of these hours to be conducted in face-to-face training. Licensed Social Workers are required to attain 30 continuing education hours, for

license renewal each two years with a requirement of at least 15 of these hours to be face-to-face.

Much of the continuing education training offered for these mental health professionals is both cost prohibitive and time prohibitive due to travel distance requirement to training sites. The University of West Alabama counseling faculty and Office of Counseling Services have already established provider capacity for these two professional bodies to offer continuing education training to mental health professionals in the region.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	3	3	3	3	3	15
State	100	100	100	100	100	500
SREB	3,420	3,420	3,420	3,420	3,420	17,100
Nation	7,970	7,970	7,970	7,970	7,970	39,850

Guidance and Counseling programs prepare graduates to work with students within the P-12 school setting as school counselors, making them uniquely qualified to address all students' academic, career, and social/emotional development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors are employed in elementary, middle/junior high, and high schools; in district supervisory positions; and in counselor education positions.

According to the U.S. Bureau of Labor Statistics, Employment of school and career counselors is projected to grow 8 percent from 2014 to 2024, and by least 14 percent within the SREB.

Student Demand: In 2015, two focus group meetings with UWA on campus and online students, both current students and alumni, in the M.S.A.C.E. Guidance and Counseling option program were held to assess program effectiveness and student needs and determine program goals. One hundred percent of students and alumni who participated in the focus groups expressed the need for the establishment of a Master's of Science in Guidance and Counseling degree rather than a Master of Science in Adult and Continuing Education degree with the Guidance and Counseling option in order to have an educational credential that is more widely recognizable to prospective employers and more well-respected within the field of Guidance and Counseling.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 5

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: No additional support staff are indicated.

Fellowships and Assistantships: No assistantships will be offered specifically for this program.

Equipment: No special equipment will be needed specifically for this program.

Facilities: No new facilities be required specifically for the program.

Library: The Resources and Technical Services Division of the American Library Association (ALA) has drafted descriptive codes, or guidelines, for use in identifying existing collection strength and current collection intensity for colleges and universities. These guidelines were applied to the UWA collection in Clinical Mental Health. According to these guidelines, a library that is ranked at Level 3 in a particular field can support instruction and research in that field at the research level required for dissertations and independent research.

An analysis of the University of West Alabama's collection in Mental Health Studies clearly indicates that it reaches Level 3 in collection strength and intensity for a Master of Science degree in the field. The Expert Appraisal was one method used to arrive at the current Level 3 collection strength. This appraisal is based on the Reaffirmation Report of the Southern Association of Colleges and Schools (SACS) that visited the University of West Alabama in 2013, and the Reaffirmation Report of the National Council of Teacher Education (NCATE) that visited the University of West Alabama in 2014.

The Visiting Committees found no deficiencies in the Library's holdings in the areas that support research and study in the academic areas that support the study of clinical mental health.

The level of library appropriations for Guidance and Counseling study also supports the Level 3 collection strength for the proposed Master of Science Degree.

Program Budget: The proposal projected that \$197,984 in new funds will be required for the program in the first five years, and that \$3,166,632 will be available over the same period through tuition.

Attachment 3

**The University of West Alabama
 Master of Science in Guidance and Counseling**

Course Number and Title	Number of Credit Hours	• If New Course
I. Professional Courses: 9 hours		
EP 500. Advanced Educational Psychology (3) OR SC 506. Life-Span Development and Learning (3)	3	
ED 504. Techniques of Educational Research (3)	3	
ED 506. Educational Statistics (3)	3	
II. Concentration Courses: 39 hours		
SC 500. Professional Orientation (3)	3	
SC 508. Pre-Practicum in Counseling (3)	3	
SC 540. Introduction to School Counseling (3)	3	
SC 541. Techniques of Counseling (3)	3	
SC 542. Career Development and Counseling (3)	3	
SC 543. Counseling Children and Adolescents (3)	3	
SC 544. Strategies for Crisis Intervention (3)	3	
SC 545. Diagnostic Techniques for School Counselors (3)	3	
SC 546. Group Counseling (3)	3	
SC 547. Counseling Multicultural Populations (3)	3	
SC 548. Practicum in School Counseling (3)	3	
SC 559. Internship in Counseling I (3)	3	
SC 569. Internship in Counseling II (3)	3	
Total Required: 48 hours		

DECISION ITEM C-17: University of West Alabama, Master of Science in Family Counseling (CIP 51.1505)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Objective: The Master of Science in Family Counseling program is a non-licensure track exploration of the fundamental elements of Family Counseling. This program will allow the student the opportunity to establish a foundational understanding of the various components that contribute to the field of Family Counseling, better preparing them for the licensing process or further training in a licensure track Family Counseling Program.

Many counselors license in related fields, such as Licensed Professional Counselors, and later establish additional training in a specialty field, such as Family Counseling. This program uniquely meets the needs of those desiring this additional exposure to the specifics of family counseling.

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Mode of Delivery: Instructional delivery will be a combination of classroom instruction and online instruction through the Blackboard System.

Similar Programs: The following institution offers a similar program at this level:
Auburn University — CIP Code 19.0799 Human Development and Family Studies.

Collaboration: While the University of West Alabama has no current plans to collaborate with other institutions, it would welcome the opportunity to work with other family counseling programs within the state.

Resources: The proposal projected that \$10,000 in new funds will be required for the program in the first five years, and that \$708,345 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program has minimal associated costs.
2. This program offers a sound foundation in family counseling without the rigidity of a licensure track program, allowing students the opportunity to explore multiple possibilities and applications for family counseling.
3. Nationally, there were an estimated 168,200 jobs in this field as of 2014. The job outlook from 2014-2024 is projected at nineteen-percent, much faster than average. (U. S. Bureau of Labor Statistics information, as of March 28, 2016).

DECISION ITEM C-17: University of West Alabama, Master of Science in Family Counseling (CIP 51.1505)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Science in Family Counseling with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 7, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2021-22 (five-year average) will be at least 11, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in admission to related graduate programs.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of West Alabama program proposal, received May 20, 2016. Available upon request.

6. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	University of West Alabama
PROGRAM	Master of Science in Family Counseling (CIP 51.1505)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
TOTAL	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$115,911	\$128,790	\$141,669	\$154,548	\$167,427	\$708,345
TOTAL	\$115,911	\$128,790	\$141,669	\$154,548	\$167,427	\$708,345

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	30	34	38	41	44	37
NEW ENROLLMENT HEADCOUNT	3	5	5	10	10	7
DEGREE COMPLETION PROJECTIONS	5	10	10	15	15	11

Note: The UWA currently has a Master of Science in Adult Continuing Education, Concentration in Family Counseling. The Master of Science in Family Counseling will replace this program option, and UWA expects many of the students currently enrolled in the existing option to transfer into the new program when it becomes available. Those who wish to do so will not be counted as new students in enrollment headcounts. They will, however, be counted in overall program enrollment headcounts.

Attachment 2

Summary of Background Information

Master of Science in Family Counseling
University of West Alabama

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Description and Objectives: The student learning outcomes for the Master of Science in Family Counseling are:

- **Theoretical Knowledge:** Students will be able to sufficiently synthesize theoretical knowledge within the field of family counseling and apply this to develop evolving best practices.
- **Research Methodology:** Students will be able to sufficiently synthesize research into daily practice and policy development within the field.
- **Critical Thinking:** Students will be able to think critically about concepts within the field of family counseling.
- **Communication:** Students will be able to clearly communicate, express, and discuss concepts throughout the program.
- **Sociocultural Awareness:** Students will show a clear understanding of responsible ethics, social issues, and intergroup relations as they relate to the field of family counseling.

Assessment: Assessment of the Family Counseling Program at UWA will be a two-tiered system. First, the Family Counseling program, like all academic units at the University of West Alabama, will engage in a thorough annual review process directed by the Office of Institutional Effectiveness and Retention. The process is outlined in the following overview.

Overview of University Planning and Assessment - The planning process at the University of West Alabama is a tiered process, beginning at the unit level, then moving to the Dean/Vice President level at the Dean's Council and culminating at the President's Council, where the direction and budget is set for the upcoming year. It is a continuous process designed to involve all areas of the institution and maintain comprehensive participation. By the end of May, all units complete the planning portion of the process for the upcoming academic year.

This process includes developing, reviewing, and/or updating objectives that link to specific University goals and determining expected results to form a comprehensive assessment plan. The planning process is done collectively, allowing all vested individuals a voice in the process. By the end of September, all units perform a self-study to analyze the results of assessment activities from the previous academic year. Using the self-study results, all units develop strategic action plans and note any resources needed to accomplish set outcomes/objectives. This process allows each unit to determine which parts of their current comprehensive assessment plan are working well and/or which areas need improvement.

When the self-study process is complete at the unit level, all planning and assessment documents are forwarded to the Dean/Vice President. For both academic and non-academic units, the Deans/Vice Presidents then develop executive summaries once the planning and assessment documents have been revised according to the Dean's recommendations. These summaries are comprised of key accomplishments from the previous academic year and needed resources for the upcoming academic year.

Moreover, though, the program will assess and review itself continually in order both to ensure a quality program and to continue to evolve and grow in terms of quality and scope. The following review and assessment methods will be utilized in the UWA Family Counseling Program:

- Students will be assessed as they apply to the professional program.
- All courses will include assessment methods such as exams, projects and other means to assess student progress and mastery of course objectives and competencies.
- All students must maintain a 3.0 GPA and B's or better in all required courses.
- Students must demonstrate mastery of knowledge and skills and readiness to work with clients prior to placement into the senior year internship courses.
- Faculty will engage in ongoing program evaluation as mandated by UWA policy.

Administration: The program will be administered by the UWA College of Liberal Arts, Dr. Mark Davis, Dean, and by the Department of Behavioral Sciences, Dr. Joy Cauthron, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Three responses were received by the ACHE agenda publication date; all three voted to recommend the proposed program's approval.

Accreditation: There is no accreditation agency for this particular program.

Curriculum: The requirements for the proposed program are listed below.

Credit hours required in major courses	--
Credit hours required in minor	--
Credit hours in institutional general education or core curriculum	12
Credit hours required in support courses	9
Credit hours in required or free electives	12
Credit hours for thesis or dissertation	--
Total credit hours required for completion	33

Collaboration: While the University of West Alabama has no current plans to collaborate with other institutions, it would welcome the opportunity to work with other family counseling programs within the state.

Distance Education: Instructional delivery will be a combination of classroom instruction and online instruction through the Blackboard System. Classroom instruction will include a combination of multimodal, interactive techniques intended to promote active student participation in every aspect of the learning experience. One-hundred percent of the total program's courses offered will be provided by distance education.

Admissions: There are no special admission requirements for the proposed program. Graduation from an accredited college or university with a bachelor's degree with a minimum of 2.75 grade-point average (four-point scale) or graduation from an accredited college or university with a master's degree or higher with a minimum of 3.00 grade-point average (four-point scale) is required for unconditional admission to the School of Graduate Studies.

Need: This is a transition from the current Master of Science in Adult Continuing Education in Family Counseling to a more specific master of science in family counseling. Unlike other types of mental health professionals, those who focus upon family counseling bring a family-centered perspective to treatment, even when treating an individual. They evaluate family roles and development, and facilitate growth within the family unit.

Clearly, interest in a M.S. in Family Counseling has been demonstrated at the University of West Alabama, through the Master of Science in Adult Continuing Education, Concentration in Family Counseling. Enrollment for the current program is 27 students, with moderate growth projected. The transition to a more traditional Master of Science in Family Counseling should help promote future growth. In terms of societal needs, the program serves to increase the professional focus of future mental health professionals upon the unique dynamics of family process, as it relates to societal needs for family evolution and unity.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	3	4	5	5	5	22
State	660	673	685	700	713	3,431
SREB	880	984	1,088	1,192	1,296	5,440
Nation	168,200	171,340	174,480	177,620	180,760	872,400

The U.S. Bureau of Labor Statistics combines the specialties of Mental Health Counselors and Marriage and Family Therapists in assessing the future demand for Family Counseling. For this purpose, they note that mental health counselors and marriage and family therapists assist individuals to overcome emotional challenges in family and other relationships. They frequently work in a variety of settings, such as private practice and mental health centers. Nationally, there were an estimated 168,200 jobs in this field as of 2014. The job outlook from 2014-2024 is projected at nineteen-percent, much faster than average.

Student Demand: Enrollment for the current program is 27 students, with moderate growth projected. The institution asserts that the transition to a more traditional Master of Science in Family Counseling should promote future growth.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 3

Part-time: 2

Support Faculty—

Full-time: 1

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—
Full-time: 0
Part-time: 0

UWA states that they plan to use an existing salary line for this new position specializing in Family Counseling. Therefore, no new funds are needed for this new full-time primary faculty position.

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: No assistantships will be offered specifically for this program.

Equipment: No special equipment will be needed specifically for this program.

Facilities: No new facilities be required specifically for the program.

Library: The Julia Tutwiler Library has a book collection of over 12,000 titles to support study and research in the academic areas that support Counseling. With few exceptions, the books purchased since 1971 have been the highly recommended books listed in *Choice: Current Reviews of Academic Libraries*, published monthly by the Association of College and Research Libraries—a division of ALA. The Library also subscribes to *Choice Books Online* and *Choice Reviews on Cards* which permit the distribution of the monthly reviews to individual faculty members.

In addition to housing a quality book collection, the Library provides access to many online full text databases that support study and research in Counseling, including the premier databases for the discipline. Through these online databases and hardcopy subscriptions, students have access to full text articles in peer reviewed journals, which include full text journals that date back to the nineteenth and early twentieth centuries. In addition, the databases provide access to 87,609,000 full text monographs, papers, proceedings, and conference reports in Counseling and related areas. In accessing the Library's content rich environment, students have access to the EBSCO Discovery Service (EDS), which allows them to perform a single, simultaneous search of all electronic resources.

In summary, the resources of the Julia Tutwiler Library are more than adequate to support the Master of Science degree in Family Counseling at Level 3 collection strength and collection intensity. This level is based on the Expert Appraisal of the collection by the visiting Reaffirmation Committees of SACSCOC in 2013; the current level of library appropriations for the academic areas related to the field; the quality of the book collection that supports study and research in the areas that comprise Family Counseling; the number of peer reviewed journals available in hardcopy or online full text; and a sizeable collection of full text access to monographs, papers, proceedings, and conference reports in area as well as other related academic areas.

Program Budget: The proposal projected that \$10,000 in new funds will be required for the program in the first five years, and that \$708,345 will be available over the same period through internal reallocations and tuition.

Attachment 3

**The University of West Alabama
Master of Science in Family Counseling**

Master of Science in Family Counseling

I. Required Courses: 12 hours

- ED 504. Techniques of Educational Research (3)
- ED 506. Educational Statistics (3)
- PY 526. Marriage and Family Therapy (3)
- PY 555. Systems Theory in Psychology (3)

II. Base Concentration Electives*: 9 hours

- PY 570. Systems of Psychotherapy (3)
- PY 595. Professional Orientation (3)
- CO 506. Life-Span Development and Learning (3)

III. Applied Concentration*: 12 hours

- PY 527. The Therapeutic Relationship (3)
- PY 535. Advanced Techniques in Family Counseling (3)
- PY 563. Assessment Techniques in Family Counseling (3)
- PY 599. Internship in Counseling Psychology (3)

Total Required: 33 hours

Note(s):

* If a student has UWA graduate course credit for an existing course requirement, alternative courses may be approved by the Department Chairperson.

This program is also offered online

DECISION ITEM C-18: University of West Alabama, Master of Athletic Training (CIP 51.0913)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Objective: The purpose of the proposed Master of Athletic Training is to prepare students to become a certified athletic trainer. Athletic Trainers (ATs) are health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Students desiring to become certified athletic trainers must earn a degree from an accredited athletic training curriculum.

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Mode of Delivery: This entire first year of the program will be offered on campus through traditional didactic courses, laboratories, and clinical experiences. The second year will be provided through online coursework and off site clinical/practicums.

Similar Programs: There are no other master's level programs in athletic training that lead to certification as an athletic trainer. The University of West Alabama, Troy University and the University of Alabama currently offer bachelors programs that are approved by the Commission on Accreditation of Athletic Training Education (CAATE), which lead to eligibility for certification as an athletic trainer.

Collaboration: As the program is designed a significant part of the clinical experiences in the second year will be obtained off campus at other institutions, both in-state and out-of-state and will include, but not be limited to, secondary schools, colleges and universities, physician offices, hospitals, athletic training and physical therapy clinics, performing arts, military installations, industrial and corporate settings, and law enforcement.

Resources: The proposal projected that \$0 in new funds will be required for the program in the first five years, and that \$3,512,592 will be available over the same period through tuition and external and internal reallocations.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The majority (63 percent) of secondary schools (public and private) in Alabama do not have the gold standard of at least one athletic trainer per school and there continues to be increasing concerns regarding the immediate recognition of injury/illness and appropriate management when they occur. Furthermore, a number of community and four-year colleges in Alabama are understaffed according to the Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics.
2. There are no other master's level programs in athletic training that lead to certification as an athletic trainer in Alabama.

3. The University has well established strong and positive relationships with Andrews Sports Medicine & Orthopedic Center, American Sports Medicine Institute and Champion Sports Medicine, all of which allow opportunities for students and staff to work with the team physicians, orthopedic, and family practice sports medicine fellows during the academic year.
4. There are daily opportunities for students to work with physical therapist(s) from Champion Sports Medicine while they are examining patients and conducting rehabilitation procedures on patients at the University of West Alabama Athletic Training & Sports Medicine Center.
5. There has been a continued increase in the number of athletic training positions within industry, physician practices, physical therapy clinics and related settings in recent years in Alabama with no indication of this decreasing in the near future.
6. There are minimal costs, and substantial likely generated revenues.

DECISION ITEM C-18: University of West Alabama, Master of Athletic Training (CIP 51.0913)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Athletic Training with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 7, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in admission to related graduate programs.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Letter of Support, attached.

5. University of West Alabama program proposal, received May 16, 2016. Available upon request.
6. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of West Alabama

PROGRAM Master of Athletic Training (CIP 51.0913)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$2,500,000
EXTRAMURAL	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$350,000
TUITION	\$75,168	\$138,504	\$149,640	\$149,640	\$149,640	\$662,592
TOTAL	\$645,168	\$708,504	\$719,640	\$719,640	\$719,640	\$3,512,592

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	18	20	20	20	17
NEW ENROLLMENT HEADCOUNT	8	10	10	10	10	10
DEGREE COMPLETION PROJECTIONS	0	7	7	7	8	7

Attachment 1 (continued)

Notes:

1) Regarding the \$350,000 in extramural source(s): the University of West Alabama states that it has consistently been successful for the last several years in securing \$70,000 annually in grants from St. Vincent's Hospital, Champion Sports Medicine and Lyle Cain, M.D.; and based upon current contracts, UWA expect this to continue. These funds are used primarily for faculty, graduate assistant athletic trainers, and continuing education. The majority of these funds are used for all expenses related to two assistantships, travel expense and continuing education expenses for the entire athletic training faculty.

2) Regarding the \$2,500,000 in internal reallocations: These are estimates of the existing funds from tuition and fees being used for faculty, staff, facilities, supplies and equipment for teaching the existing Bachelor of Science in Athletic Training. UWA currently spends approximately \$450,000 annually in faculty salaries and benefits for 7 full time faculty, 3 support personnel and 2 graduate assistants. The remaining \$50,000 is spent on ancillary expenses, supplies, and equipment related to the existing program. This is all expected to continue.

UWA does not expect the proposed program to influence the existing programs, activities, or expenditures in any significant way. UWA expects that the numbers in the existing Bachelor of Science in Athletic Training to decline in favor of this new degree. All faculty, facilities, supplies, and equipment, etc. will be essentially the same with the only significant difference being the courses and degree. There are enough classrooms, faculty, facilities, equipment and supplies to accommodate both programs for the immediate future, although UWA expects to withdraw the undergraduate program from the offerings at some point and will have a teach out for the remaining students in the program at that time.

3) Regarding the four (4) assistantships reported for the proposed program and the \$0 in the estimated funds required for assistantships: The assistantships currently exist and would continue from funds already available. Due to this, the cost for these are included in the table under Internal Reallocations and Extramural. Two of the assistantships are provided through internal funding and this is expected to continue. The other two assistantships are provided from extramural sources as noted above and these are expected to continue as well.

Attachment 2
Summary of Background Information

Master of Athletic Training
University of West Alabama

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Description and Objectives: The student learning outcomes for the Master of Athletic Training are:

- Demonstrate a sound knowledge of risk factors that may be encountered by the physically active population and to be able to implement a risk management program, a prevention program, and manage a health care facility.
- Demonstrate the knowledge to recognize, assess and treat the acute injuries and illnesses of athletic and physically active individuals and to provide appropriate medical referral.
- Demonstrate the knowledge to plan, implement, document and evaluate the use of therapeutic modalities and therapeutic exercise in the treatment of injuries and illnesses in the athletic and physically active population.
- Demonstrate the knowledge to recognize, treat, and refer when appropriate the general medical conditions and disabilities of athletes and others involved in physical activity.

Assessment: The Master of Athletic Training will follow the planning and assessment process determined by the University of West Alabama. The planning process at the University of West Alabama is a tiered process, beginning at the unit level, then moving to the Dean/Vice President level at the Dean's Council and culminating at the President's Council, where the direction and budget is set for the upcoming year. It is a continuous process designed to involve all areas of the institution and maintain comprehensive participation. By the end of May, all units complete the planning portion of the process for the upcoming academic year.

This process includes developing, reviewing, and/or updating objectives that link to specific University goals and determining expected results to form a comprehensive assessment plan. The planning process is done collectively, allowing all vested individuals a voice in the process. By the end of September, all units perform a self-study to analyze the results of assessment activities from the previous academic year. Using the self-study results, all units develop strategic action plans and note any resources needed to accomplish set outcomes/objectives. This process allows each unit to determine which parts of their current comprehensive assessment plan are working well and/or which areas need improvement.

When the self-study process is complete at the unit level, all planning and assessment documents are forwarded to the Dean/Vice President. For both academic and non-academic units, the Deans/Vice Presidents then develop executive summaries once the planning and assessment documents have been revised according to the Dean's recommendations. These summaries are comprised of key accomplishments from the previous academic year and needed resources for the upcoming academic year.

In addition to the University-wide process and as part of the Commission on Accreditation of Athletic Training Education (CAATE) accreditation process, the program will annually publish both the first time as well as overall pass rates on Board of Certification Exam.

An annual survey of employers of recent program graduates will be conducted to determine the employer's satisfaction with the graduate program and their thoughts regarding the graduates' preparation for employment.

Administration: The program will be administered by the UWA College of Education, Dr. Jan Miller, Dean; and by the Department of Physical Education and Athletic Training, Dr. R. T. Floyd, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four (4) responses were received by the ACHE agenda publication date. All four recommended approval of the proposed program.

Accreditation: The Commission on Accreditation of Athletic Training Education (CAATE) is recognized as an accrediting agency by the Council of Higher Education (CHEA). UWA will seek CAATE accreditation and expects to have an on campus accreditation site visit during the second year of the program, which is the earliest CAATE provides accreditation visits.

Curriculum: The requirements for the proposed program are listed below.

Credit hours required in major courses	37
Credit hours required in minor	N/A
Credit hours in institutional general education or core curriculum	N/A
Credit hours required in support courses	3
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation	3
Total credit hours required for completion	43

Collaboration: As the program is designed a significant part of the clinical experiences in the second year will be obtained off campus at other institutions, both in-state and out-of-state and will include, but not be limited to, secondary schools, colleges and universities, physician offices, hospitals, athletic training and physical therapy clinics, performing arts, military installations, industrial and corporate settings, and law enforcement. These will certainly vary from year-to-year, depending upon availability, student interest and other factors. Clinical contracts will need to be established with each institution to provide clinical opportunities and one or more clinical preceptors. These will be established during the first year that the program is underway.

Distance Education: This entire first year of the program will be offered on campus through traditional didactic courses, laboratories, and clinical experiences. The second year will be provided through online coursework and off site clinical/practicums. Approximately 28 percent of the total program's courses offered will be provided by distance education.

Admissions: Once students are provisionally accepted into the professional program, students must among other requirements provide the following documentation to be considered for full admission:

- Completion and submission of a Confidentiality Statement for Athletic Training Students.
- Technical Standards: Each applicant must read and sign the "technical standards" document confirming that they understand and are able to comply with the established standards (included in the professional manual).
- Verification of a negative drug screen according to guidelines established by the clinical agencies utilized by the athletic training program.

- Negative criminal background check conducted according to guidelines established by the clinical agencies utilized by the athletic training program.
- Proof of current American National Red Cross Professional Rescuer/AED First Aid and CPR or American Heart Association BLS for Health Care Providers certification or Emergency Medical Technician equivalency.

Need: The majority (63 percent) of secondary schools (public and private) in Alabama do not have the gold standard of at least one athletic trainer per school and there continues to be increasing concerns regarding the immediate recognition of injury/illness and appropriate management when they occur.

Furthermore, a number of community and four-year colleges in Alabama are understaffed according to the Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics.

There has been a continued increase in the number of athletic training positions within industry, physician practices, physical therapy clinics and related settings in recent years in Alabama with no indication of this decreasing in the near future.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	1	2	2	2	2	9
State	8	9	10	10	10	47
SREB	160	165	170	170	170	835
Nation	500	500	500	500	500	2,500

According to the Bureau of Labor Statistics data, employment of athletic trainers is projected to grow 21 percent from 2014 to 2024, much faster than the average for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase.

Student Demand: For each of the last several years, the total number of undergraduate majors in athletic training at the University of West Alabama at the beginning of the fall semester has averaged nearly 100. Routinely during UWA Preview Days, a significantly greater number of students (more than any other major) express a strong interest in athletic training as a major. This has continued to be the trend for the last several years with no obvious signs of diminishing. As the professional degree to enter the field moves to the master's level and the undergraduate option is eliminated the demand is expected to continue to transition to the master's degree although the total demand will likely decrease due to the need for an additional degree.

Resources:

Faculty:

Current Primary Faculty—
 Full-time: 7
 Part-time: 0

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Support Faculty—
Full-time: 3
Part-time: 6

Additional Faculty to Be Hired:

Primary Faculty—
Full-time: 0
Part-time: 0

Support Faculty—
Full-time: 0
Part-time: 0

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: Four assistantships will be offered specifically for this program.

Equipment: Some special equipment will be needed specifically for this program such as: taping and wrapping supplies, splinting equipment, braces, other protective devices ambulatory aids, standard protective Equipment (e.g. helmet, shoulder pads), sling psychomotor equipment to assess weight loss and hydration, supplies to control bleeding supplies for cleaning, closing and dressing wounds, supplies to prevent spread of infectious disease, and Automated External Defibrillators (AEDs). (This listing is not meant to be inclusive; a more detailed list is included in the proposal.)

Facilities: No new facilities will be required specifically for the program.

Library: In recent years, the library collections have been significantly increased regarding athletic training resources and more than adequately meet the requirements for the Commission on Accreditation of Athletic Training Education (CAATE) accreditation.

Program Budget: The proposal projected that \$0 in new funds will be required for the program in the first five years, and that \$3,512,592 will be available over the same period through internal and external reallocations and tuition.

Attachment 3

**The University of West Alabama
 Master of Athletic Training**

Course Number and Title	Number of Credit Hours	* If New Course
AH 402. Theory & Techniques of Athletic Training	3	*
AH 432. Therapeutic Modalities & Lab	3	*
AH 440. Therapeutic Exercise & Lab	3	*
AH 502. Non Orthopaedic Evaluation & General Medical Issues	3	*
AH 508. Athletic Training Capstone Project or Thesis	3	*
AH 520. Pathophysiology of Musculoskeletal Injury	3	*
AH 522. Assessment of Lower Extremities & Lab	3	*
AH 524. Assessment of Upper Extremities & Lab	3	*
AH 542. Performance Enhancement through Nutrition & Physical Conditioning	3	*
AH 550. Professional Behaviors in Athletic Training	3	*
AH 552. Athletic Training Administration	3	*
AH 581. Athletic Training Clinical I	1	*
AH 582. Athletic Training Clinical II	1	*
AH 583. Athletic Training Clinical III	1	*
AH 584. Athletic Training Clinical/Practicum I	2	*
AH 585. Athletic Training Clinical/Practicum II	2	*
PE 540. Techniques of Research in Human Performance	3	

DECISION ITEM C-19: University of West Alabama, Master of Science in Physical Education (CIP 13.1314)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Objective: The purpose of the proposed Master of Science in Physical Education is to prepare students for the field of physical education. A student who has completed such a program should be able to produce physically literate individuals: individuals who can participate in and know the benefits of participation in various physical activities. These physically literate individuals should be physically active and fit, and they see value in physical activities as they relate to health and quality of life. This information is from the SHAPE American National Standards for Physical Education. This is a non-certification degree, and does not qualify a student for any teaching certificate in the State of Alabama.

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Mode of Delivery: The propose program will be offered on campus as well as online.

Similar Programs: The following institutions offer similar programs at this level and CIP code 13.1314. These institutions are: Jacksonville State University; University of Alabama at Birmingham; and University of South Alabama.

Somewhat similar degree programs are offered in neighboring states; however, UWA's program serves a different geographic region than these other institutions. Some institutions that include master's programs are: University of North Georgia, University of Southern Mississippi, and Northwestern State University of Louisiana.

Collaboration: If it is mutually beneficial for both institutions, UWA is willing to work collaboratively with another institution.

Resources: The proposal projected that \$0 in new funds will be required for the program in the first five years, and that \$1,759,959 will be available over the same period through tuition and internal reallocations.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program has minimal associated costs.
2. As a rural institution, UWA is situated to reach a community not served by large, city physical activity programs, and as such, UWA asserts that it can make an impact on the wellness of rural citizens.
3. There is a need for graduates who are versed in teaching physical skills and promoting physical activity. UWA program will develop individuals with knowledge in these areas.

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4. There is a need for graduates who can reduce rates of obesity and increase the wellness of Alabama's population.
5. UWA has the resources in the areas of faculty, facilities, and technology to promote student learning in pursuit of a Master of Science in Physical Education.

DECISION ITEM C-19: University of West Alabama, Master of Science in Physical Education (CIP 13.1314)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Science in Physical Education with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in admission to related graduate programs.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of West Alabama program proposal, received March 16, 2016. Available upon request.

6. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of West Alabama

PROGRAM Master of Science in Physical Education (CIP 13.1314)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$1,500,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$40,716	\$50,112	\$53,244	\$56,379	\$59,508	\$259,959
TOTAL	\$340,716	\$350,112	\$353,244	\$356,379	\$359,508	\$1,759,959

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	10	11	12	13	11
NEW ENROLLMENT HEADCOUNT	4	5	5	5	5	5
DEGREE COMPLETION PROJECTIONS	0	3	5	6	6	5

Note: Existing funds which have been utilized for certain aspects of the existing Master of Arts in Teaching (Non-Certification) will be reallocated for the Master of Science in Physical Education.

Attachment 2

Summary of Background Information

Master of Science in Physical Education
University of West Alabama

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Description and Objectives: The student learning outcomes for the Master of Science in Physical Education are:

- The student will model sound research-based teaching methods and assessment to evaluate learning in physical education.
- The student will utilize multiple sources of content knowledge, such as books and journal articles, in making decisions and enhancing learning.
- The student will be able to work with a variety of diverse learners while demonstrating cultural competency.
- The student will demonstrate the use of technology to enhance the process of teaching and learning in physical education.
- The student will demonstrate appropriate professional practices in physical education.

Assessment: The M.S. in Physical Education (non-certification) will follow the planning and assessment process determined by the University of West Alabama. The planning process at the University of West Alabama is a tiered process, beginning at the unit level, then moving to the Dean/Vice President level at the Dean's Council and culminating at the President's Council, where the direction and budget is set for the upcoming year. It is a continuous process designed to involve all areas of the institution and maintain comprehensive participation. By the end of May, all units complete the planning portion of the process for the upcoming academic year.

This process includes developing, reviewing, and/or updating objectives that link to specific University goals and determining expected results to form a comprehensive assessment plan. The planning process is done collectively, allowing all vested individuals a voice in the process. By the end of September, all units perform a self-study to analyze the results of assessment activities from the previous academic year. Using the self-study results, all units develop strategic action plans and note any resources needed to accomplish set outcomes/objectives. This process allows each unit to determine which parts of their current comprehensive assessment plan are working well and/or which areas need improvement.

When the self-study process is complete at the unit level, all planning and assessment documents are forwarded to the Dean/Vice President. For both academic and non-academic units, the Deans/Vice Presidents then develop executive summaries once the planning and assessment documents have been revised according to the Dean's recommendations. These summaries are comprised of key accomplishments from the previous academic year and needed resources for the upcoming academic year.

In addition to other measures set for program assessment, 85 percent of program completers will be expected to pass the comprehensive exam on the first attempt.

Surveys of recent program graduates will be conducted to determine their degree satisfaction and preparation for employment.

Surveys of employers of recent program graduates will be conducted to determine the employer's satisfaction with the graduate and their thoughts regarding the graduates' preparation for employment as well.

Administration: The program will be administered by the UWA College of Education, Dr. Jan Miller, Dean; and by the Department of Physical Education and Athletic Training, Dr. R. T. Floyd, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four (4) responses were received by the ACHE agenda publication date; all four voted for program approval.

Accreditation: There is no accreditation agency for this particular program.

Curriculum: The requirements for the proposed program are listed below.

Credit hours required in major courses	18
Credit hours required in minor	N/A
Credit hours in institutional general education or core curriculum	6
Credit hours required in support courses	N/A
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation	9
Total credit hours required for completion	33

The program has four optional tracks (Athletic Training, Exercise Science, Physical Education, Sport Management). Each major field area allows the student to concentrate most of their coursework in that area so as to specifically broaden their knowledge and deepen their understanding of the specific content area.

Collaboration: This program will not require collaboration with another institution for the delivery of the program. However, if it is mutually beneficial for both institutions, UWA is willing to work collaboratively with another institution.

Distance Education: This program will be offered on campus as well as online. One-hundred percent of the program's courses will be offered by distance technology.

Admissions: There are no special admission requirements for the proposed program. Graduation from an accredited college or university with a bachelor's degree with a minimum of 2.75 grade-point average (four-point scale) or graduation from an accredited college or university with a master's degree or higher with a minimum of 3.00 grade-point average (four-point scale) is required for unconditional admission to the School of Graduate Studies.

If a potential student chooses the Athletic Training track, he/she must have BOC certification or be eligible for BOC certification.

Need: Many students have a bachelor's degree in physical education in the State of Alabama. However, true learning is lifelong learning. This degree gives those students an opportunity to build upon that degree. A student with this degree could work as an adjunct in a college and teach physical education courses at an undergraduate level. Increasingly university courses are taught by adjuncts without terminal degrees. Further, this degree allows any student interested in physical activity the opportunity to obtain a master's degree and they will be able to increase the activity levels of persons living in Alabama. This is important in Alabama which ranks 5th place in its rate of obesity.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	12	14	16	18	20	80
State	90	100	110	120	130	550
SREB	1,740	1,760	1,780	1,800	1,820	8,900
Nation	11,200	11,400	11,600	11,800	12,000	58,000

It is noteworthy that according to the Bureau of Labor Statistics, many community college positions can be filled by those with a master's degree, and the outlook for postsecondary teachers is at 13 percent (faster than average). The growth for fitness trainers and instructors is 8 percent or about as fast as average. According to the same source, there is also a movement towards private schools, which could increase job opportunities for our master's graduates without teaching certificates.

Student Demand: There has been a steady demand for this type of study when it was listed previously as a Master of Arts in Teaching. Students have requested for this to be a Master of Science, so UWA anticipates for the numbers to maintain or grow.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 5
 Part-time: 0

Support Faculty—

Full-time: 1
 Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0
 Part-time: 0

Support Faculty—

Full-time: 0
 Part-time: 0

The existing faculty are in place and are adequately meeting the needs of the current Master of Arts in Teaching (non-certification) program in Physical Education. The proposal states that these same faculty are adequate for providing the supervision and instruction for the proposed program and should be able to accommodate the need as the new program develops and as the existing program closes.

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: No assistantships will be offered specifically for this program.

Equipment: No special equipment will be needed specifically for this program.

Facilities: No new facilities be required specifically for the program.

Library: In recent years, the library collections have been increased to accommodate the needs of the undergraduate programs in Physical Education, Athletic Training, Exercise Science and Physical Education: Sports Management, as well as the existing graduate programs in Physical Education, which are the Master of Arts in Teaching (Certification) degree, Master of Arts in Teaching (Non-Certification) degree or the Master of Education degree. No significant additions in the library collections are needed for this new program.

Program Budget: The proposal projected that \$0 in new funds will be required for the program in the first five years, and that \$1,759,959 will be available over the same period through internal reallocations and tuition.

Attachment 3

**The University of West Alabama
 Master of Science in Physical Education**

Course Number and Title	Number of Credit Hours	* If New Course
Professional Courses:	6	
<ul style="list-style-type: none"> • ED 504. Techniques of Educational Research (3) or • PE 540. Techniques of Research in Human Performance (3) 	3	
<ul style="list-style-type: none"> • ED 506. Educational Statistics 	3	
Major Field		
1) Athletic Training		
<ul style="list-style-type: none"> • PE 575. Emergency Management of Athletic Injuries 	3	
<ul style="list-style-type: none"> • PE 576. Sports Medicine Seminar and Workshop 	3	
<p>Twelve hours from the following:</p> <ul style="list-style-type: none"> • PE 509. Internship (3) • PE 510 Protective Techniques for Injuries (3) • PE 542. Sport and Exercise Nutrition (3) • PE 543. Kinesiology (3) • PE 570. Development of Strength and Conditioning Programs (3) • PE 572. Performance Enhancement Specialist (3) • PE 574. Corrective Exercise Specialist (3) 	12	
2) Exercise Science		
<ul style="list-style-type: none"> • PE 509. Internship (3) or • PE 599. Thesis in Physical Education (3) 	3	
Fifteen hours from the following:	15	

<ul style="list-style-type: none"> • PE 540. Techniques of Research in Human Performance (3) • PE 542. Sport and Exercise Nutrition (3) • PE 543. Kinesiology (3) • PE 544. Exercise Physiology (3) • PE 551. Exercise Testing and Prescription (3) • PE 570. Development of Strength and Conditioning Programs (3) • PE 572. Performance Enhancement Specialist (3) • PE 574. Corrective Exercise Specialist (3) 		
3) Physical Education		
• PE 520. Physical Education in the Elementary School (3)	3	
• PE 522. The Physical Education Curriculum (3)	3	
• PE 523. Adapted Physical Education (3)	3	
• PE 524. Teaching Aspects of Physical Education (3)	3	
• PE 532. Organization and Administration in Human Performance (3)	3	
Three hours from the following: <ul style="list-style-type: none"> • PE 510. Protective Techniques for Injuries (3) • PE 533. Athletic Administration Seminar (3) • PE 534. Sport and Exercise Law (3) • PE 545. The Nature and Basis of Movement (3) • PE 573. Prevention, Care, and Treatment of Athletic Injuries (3) 	3	
4) Sport Management		
• PE 532. Organization and Administration in Human Performance (3)	3	
• PE 533. Athletic Administration Seminar (3)	3	
• PE 534. Sport and Exercise Law (3)	3	
• PE 565. Psychology and Sociology of Human Performance (3)	3	
Six hours from the following: <ul style="list-style-type: none"> • PE 509. Internship • PE 535. Accounting and Economics in Sports (3) • PE 537. Sport Management and Marketing (3) • PE 539. Sport Management Practicum (3) • PE 540. Techniques of Research in Physical Education (3) • PE 586. Intramural and Non-Competitive Activities (3) • PE 598. Selected Topics in Physical Education (1-3) 	6	

DECISION ITEM C-20: University of West Alabama, Master of Education in Student Affairs in Higher Education (CIP 13.0406)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Objective: The Master of Education in Student Affairs in Higher Education is intended to achieve the goal of preparing graduate students for entry-to-mid-level administrative positions in a variety of functional areas of student affairs/student services such as Greek life, admissions, multicultural programs, first-year programs, residence life, alumni relations, student activities, etc. It will also provide an excellent foundation for students wishing to apply to Ph.D. or Ed.D. programs in higher education administration or student affairs. The curriculum is designed to equip students with a working knowledge and competency set in each of the following core content areas: student development theory, law and ethics in student affairs, administration and management in student affairs, current issues and trends in student affairs, assessment and evaluation in student affairs.

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Mode of Delivery: Two methods of instructional delivery will be used in delivering this program: 1) a traditional on-campus, face-to-face method, and 2) a fully online program option administered through Blackboard.

Similar Programs: Currently, there is not another Master of Education in Student Affairs program being offered within the state. However, the University of Alabama offers a Master of Arts in Higher Education Administration and Auburn University offers a Master of Education in Higher Education Administration. Although this program contains the same CIP code for three graduate programs in the State of Alabama, UWA's proposed Master of Education in Student Affairs in Higher Education may be considered unduplicated within the state in respect to the degree program's direct and exclusive focus on student affairs within all of the core content courses.

While the master degree programs at the University of Alabama and Auburn University offer the option of taking courses related to student affairs, the curriculum of these programs do not duplicate the proposed Master of Education in Student Affairs in Higher Education program curriculum.

Examples of universities in the Southern region with Master of Education in Student Affairs programs include: Clemson University, University of West Florida, Mississippi State University, North Carolina State University, University of Arkansas at Little Rock University of Arkansas-Fayetteville, University of Georgia, University of South Carolina University of Southern Mississippi, Western Kentucky University, and Vanderbilt University.

Collaboration: If it is mutually beneficial for both institutions, UWA is willing to work collaboratively with another institution.

Resources: The proposal projected that \$0 in new funds will be required for the program in the first five years, and that \$864,432 will be available over the same period through tuition and internal reallocations.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Currently, there is not another Master of Education in Student Affairs program being offered within the state.
2. This proposed degree will help meet the demand for student affairs and higher education administrators in a career field that is projected by the U.S. Department of Labor to grow 9 percent from 2014 to 2024, which is considered a faster rate, on average, than many other occupations.
3. The M.Ed. in Student Affairs in Higher Education will specifically benefit prospective students in the West Alabama region and surrounding area who seek a master's degree program with a core content emphasis in student affairs, in particular (in contrast to higher education administration, in general).
4. The proposed program appears to have strong student demand.
5. The proposed program has minimal associated costs.

DECISION ITEM C-20: University of West Alabama, Master of Education in Student Affairs in Higher Education (CIP 13.0406)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Education in Student Affairs in Higher Education with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by September 9, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 12, based on the proposal.
2. That the annual average number of graduates for the period 2017-18 through 2020-22 (five-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in admission to related graduate programs.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Letter of Support, attached.

5. University of West Alabama program proposal, received May 14, 2016. Available upon request.
6. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of West Alabama

PROGRAM Master of Education in Student Affairs in Higher Education (CIP 13.0406)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$146,160	\$154,512	\$167,040	\$187,920	\$208,800	\$864,432
TOTAL	\$146,160	\$154,512	\$167,040	\$187,920	\$208,800	\$864,432

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	40	45	52	60	70	53
NEW ENROLLMENT HEADCOUNT	5	8	12	15	20	12
DEGREE COMPLETION PROJECTIONS	3	5	7	10	15	8

Note: UWA currently offers the Master of Science in Adult Continuing Education – Student Affairs in Higher Education option. The enrollment projections listed reflect UWA current enrollment in the program. Once the proposed program (MED in Student Affairs in Higher Education) is approved, students will be converted to the new program.

Attachment 2

Summary of Background Information

Master of Education in Student Affairs in Higher Education
University of West Alabama

Role: The proposed program is within the instructional role recognized by the Commission for the University of West Alabama (UWA).

Description and Objectives: The student learning outcomes for the Master of Education in Student Affairs in Higher Education are:

- **Analytical and Critical Thinking Skills:** Students will develop critical and analytical thinking skills through learning terminology, theory, and research related to the program curriculum and be able to apply this knowledge base to real-world scenarios in the student affairs field.
- **Oral, Written, and Interpersonal Communication Skills:** Students will develop strong oral, written, and interpersonal communication skills while completing their coursework.
- **Research Methodology:** Students will develop an understanding of various types of research methodology applicable to student affairs practice through the completion of the research methods courses and student affairs content courses.
- **Assessment and Evaluation Skills:** Students will gain a strong working knowledge and skill set related to common assessment tools (i.e., student satisfaction surveys, student needs surveys, campus environmental surveys) used in the field of student affairs.
- **Theoretical Knowledge:** Students will develop a strong theoretical knowledge base in college student development theories (e.g., student learning, cognitive development, and identity development) as well as organizational and leadership theory in higher education.
- **Multicultural Competence:** Students will gain a working-knowledge of concepts, theories, and research related to the diversity of the higher education environments.
- **Professionalism:** Students will learn and demonstrate the professional and ethical standards associated with the student affairs field.

Assessment: Program Review and Assessment: In the fall and spring of each academic year, the UWA College of Education holds an Assessment Day in which each program reviews data collected from previous terms to evaluate student learning outcomes in individual courses, student performance on the comprehensive exam, and student professional dispositions within courses. In the spring of each academic year, faculty meet with student advisory councils comprised of current students, alumni, and professionals to assess and evaluate each of the aforementioned forms of data. Student advisory members for each program are encouraged to provide feedback for continuous program improvement.

Assessment of Program Coursework: All courses will include a variety of assessments methods to measure student learning outcomes including: examinations, papers, projects, and presentations.

Additionally, students shall maintain a minimum grade point average of 3.0 or better in all courses in the approved program as verified on an official transcript with no grade less than "C."

Students shall successfully apply content knowledge and competencies through the completion of an internship and practicum course, SA 589. Students shall make a satisfactory score on a written comprehensive examination documenting mastery of the curriculum of the program.

Administration: The program will be administered by the UWA College of Education, Dr. Jan Miller, Dean, and by the Department of Instructional Leadership and Support, Dr. Reenay Rogers, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four (4) responses were received by the ACHE agenda publication date. All four voted to recommend approval of the proposed program.

Accreditation: There is not a specialized accreditation agency being used for the M.Ed. in Student Affairs in Higher Education program.

Curriculum: The requirements for the proposed program are listed below.

Credit hours required in major courses	24
Credit hours required in minor	N/A
Credit hours in institutional general education or core curriculum	9
Credit hours required in support courses	N/A
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation	N/A
Total credit hours required for completion	33

Students enrolled in this degree program are required to complete a practicum and internship course, SA 589. Students must complete SA 500 and SA 501 before qualifying to enroll in SA 589. Students will complete 100 clock hours at two distinct functional areas of student affairs.

Students must pass a comprehensive exam prior to being able to graduate with a degree from this program.

The proposed program will replace the Master of Science in Adult Continuing Education: Student Affairs in Higher Education Option at UWA.

Collaboration: If it is mutually beneficial for both institutions, UWA is willing to work collaboratively with another institution.

Distance Education: Two methods of instructional delivery will be used in delivering this program: 1) a traditional on-campus, face-to-face method, and 2) a fully online program option administered through Blackboard. The approximate percent of the total program's courses offered by the fully online method will be 100 percent.

Admissions: There are no special admission requirements for the proposed program.

Need: The proposed Master of Education in Student Affairs in Higher Education will serve those students in the UWA region who would have enrolled in the current Master of Adult and Continuing Education Student Affairs in Higher Education Option, but who will be better served with a Master of Education in Student Affairs. Over the past four years, 92 students, an average of 23 students per year, have applied to the Master of Adult and Continuing Education Student Affairs in Higher Education Option and the UWA Online Programs Recruiters have received 177 inquiries about the Student Affairs in Higher Education option. Thus, taken together, number of new applications and inquiries about the existing Master of Adult and Continuing Education Student Affairs in Higher Education Option demonstrates the sustainable need and interest in a Master of Education in Student Affairs in Higher Education.

Additionally, since the Student Affairs option within the Master of Adult and Continuing Education degree currently exists, the M.Ed. in Student Affairs program will require no new funding to support the program.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	18	18	18	18	18	90
State	117	117	117	117	117	585
SREB	1,356	1,356	1,356	1,356	1,356	6,780
Nation	4,000	4,000	4,000	4,000	4,000	20,000

Student Demand: First, qualitative data collected from focus groups represents the primary source of data collection in determining the need for the program. In the 2015 academic year, two focus group meetings were held with a sample of current students, program alumni, and professionals in the field. During both focus group meetings, all participants expressed the need for the creation of a Master's of Education in Student affairs degree instead of the existing Master of Adult and Continuing Education Student Affairs in Higher Education Option. This degree is more widely-recognized in the student affairs field. It is also a more marketable credential. This data will also be combined with data that will be collected from a focus group meeting scheduled in the spring 2016 semester with a different sample of current students, program alumni, and student affairs professionals.

Second, data was collected from admissions officers regarding numbers of prospective student inquiries about a Master's Degree in Student Affairs.

Third, a benchmarking assessment was conducted in order to determine the most commonly designated degree titles among similar master's-level programs in student affairs and higher education administration located within the Southern region of the United States. The Master of Education degree represented the most common degree designation.

In sum, this information supported substantive student demand.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 2

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—
Full-time: 0
Part-time: 0

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: No assistantships will be offered specifically for this program.

Equipment: No special equipment will be needed specifically for this program.

Facilities: No new facilities be required specifically for the program.

Library: The Resources and Technical Services Division of the American Library Association (ALA) has drafted descriptive codes, or guidelines, for use in identifying existing collection strength and current collection intensity for colleges and universities. These guidelines were applied to the UWA collections that support a Masters of Education Degree in Student Affairs in Higher Education. According to these guidelines, a library that is ranked at Level 3 in a particular field can support instruction and research in that field at the research level required for graduate study and independent research. An analysis of The University of West Alabama's collections that support Student Affairs in Higher Education clearly indicates that it reaches Level 3 in collection strength and intensity for a master's degree in the field.

The Expert Appraisal was one method used to arrive at the current Level 3 collection strength. This appraisal is based on the Reaffirmation Report of the Southern Association of Colleges and Schools (SACS) that visited the University of West Alabama in 2013, and the Reaffirmation Report of the National Council of Teacher Education (NCATE) that visited the University of West Alabama in 2014. The Visiting Committees found no deficiencies in the Library's holdings in the collection areas that support study and instruction in Student Affairs in Higher Education. The level of library appropriations for Student Affairs in Higher Education also supports the Level 3 collection strength for the proposed master's degree.

Program Budget: The proposal projected that \$0 in new funds will be required for the program in the first five years, and that \$864,432 will be available over the same period through tuition.

Attachment 3

**University of West Alabama
 Master of Education in Student Affairs in Higher Education**

Course Number and Title	Number of Credit Hours
ED 504. Techniques of Educational Research	3
ED 506. Educational Statistics	3
EP 500. Advanced Educational Psychology (3) OR SC 506. Life-Span Development and Learning (3) OR EP 506. Life-Span Development and Learning (3)	3
SA 500. Theory and Philosophy of Student Affairs (3)	3
SA 501. Management and Supervision for Student Affairs Professionals	3
SA 542. Career Development and Counseling	3
SA 547. Counseling Multicultural Populations	3
SA 581. Ethics and Law in Student Affairs	3
SA 582. Assessment and Evaluation in Student Affairs	3
SA 587. Current Issues and Trends in Student Affairs	3
SA 589. Practicum and Internship in Student Affairs	3
SA 500. Theory and Philosophy of Student Affairs	3
SA 501. Management and Supervision for Student Affairs Professionals	3
SA 542. Career Development and Counseling	3
SA 547. Counseling Multicultural Populations	3
SA 581. Ethics and Law in Student Affairs	3
SA 582. Assessment and Evaluation in Student Affairs	3
SA 587. Current Issues and Trends in Student Affairs	3

DECISION ITEM C-21: University of North Alabama, Master of Arts in Writing (CIP 23.1301)

EXECUTIVE SUMMARY

Reason for Action: The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Program Objective: The proposal describes the purpose of the MA in Writing at UNA, which is threefold. First, the program seeks to prepare students for expanded careers in writing, which occurs in various professional, academic, technical, and creative communities. Second, the program proposers also want to prepare students for the pursuit of terminal degrees as researchers and academics. A final objective of the program is to build upon the success of the existing undergraduate degrees in English offered at UNA.

Role: The proposed program is within the instructional role recognized by the Commission for the University of North Alabama.

Mode of Delivery: Face-to-face traditional lecture and a percentage of online courses will be implemented. Approximately 33 percent of the total program's courses offered will be provided by distance education.

Similar Programs: There are no similar programs in the State of Alabama at the Master's level.

Collaboration: Collaboration is not planned at this time; this is the sole graduate program of its kind in the state.

Resources: The proposal projected that \$0 will be required for the program in the first five years, and that \$217,648 will be available over the same period through internal reallocations and tuition.

Public Review: The program was posted on the Commission website from July 6 until July 26 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to the United States Government website for the Bureau of Labor Statistics (BLS) website (January 26, 2016), employment of technical writers is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations.
2. The MA in Writing at UNA will prepare students for careers as writers, communications specialists, and information designers, as well as other relevant fields.
3. The MA in Writing at UNA will expose students to a diverse array of organizational, executive, and technical writing challenges that precisely reflect the expectations of today's fluid and expanding business environment.
4. There are three proposed tracks, supporting significant curricular flexibility in student program planning and career decision-making.
5. Estimated new funds to support the proposed program are minimal.

DECISION ITEM C-21: University of North Alabama, Master of Arts in Writing (CIP 23.1301)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Master of Arts in Writing and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in January 2017. Based on Commission policy, the proposed program must be implemented by June 10, 2018, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 5, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2021-22 (three-year average) will be at least 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of North Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of North Alabama program proposal, received February 11, 2016. Available upon request.

5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

**Attachment 1
 NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

INSTITUTION University of North Alabama

PROGRAM Master of Arts in Writing (CIP 23.1301)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$1,550	\$1,550	\$1,550	\$1,550	\$1,550	\$7,750
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$23,322	\$41,262	\$46,644	\$46,644	\$52,026	\$209,898
TOTAL	\$24,872	\$42,812	\$48,194	\$48,194	\$53,576	\$217,648

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	9	10	10	11	9
NEW ENROLLMENT HEADCOUNT	5	4	5	5	6	5 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	5	5	5	5

Attachment 2

Summary of Background Information

Master of Arts in Writing
University of North Alabama

Role: The proposed program is within the instructional role recognized by the Commission for the University of North Alabama.

Description and Objectives: The proposal describes the purpose of the MA in Writing at UNA which is threefold. First, the program seeks to prepare students for expanded careers in writing, which occurs in various professional, academic, technical, and creative communities. Second, the program proposers also want to prepare students for the pursuit of terminal degrees as researchers and academics. A final objective of the program is to build upon the success of the existing undergraduate degrees in English offered at UNA.

The major student learning outcomes are:

- Candidates will recognize, explain, and use the formal elements of specific genres of organizational communication: various style papers, recommendations and analytical reports, proposals, memorandums, web pages, wikis, blogs and creative documents.
- Candidates will demonstrate critical thinking skills by studying rhetorical context, performing rhetorical analysis, and in the exploration and recognition of various.
- Candidates will gain a keen understanding of the ethical, international, social, and professional constraints of audience, style, and content for writing situations.
- Candidates will understand how to critically collect and analyze primary and secondary data.
- Candidates will explore production of advanced format features in both print, multimedia and html documents, and develop document design skills.

Assessment: UNA states that there are several components to the assessment system for the proposed program. Faculty within the MA in Writing program will evaluate and grade each student's performance in each course and provide feedback to the student; students will reflect on program experiences and provide feedback via course evaluations; program faculty will evaluate the curriculum and the students' collective performance with respect to stated learning outcomes and report their evaluation to the department.

Further, a follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional) will be documented and evaluated. Records of graduates' accomplishments including employment data, terminal degree pursuit and completion, and publications will be obtained and updated annually during the same time frame as the UNA Homecoming weekend. The primary means of communication will be email distribution lists and social media.

Administration: The program will be administered by the College of Arts and Sciences, Dean, Dr. Carmen Burkhalter; College Associate Dean, Dr. Christopher Maynard; and Department Chairperson, Dr. Cynthia Burkhead.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four (4) members of the ACGD participated in the final vote; all four voted to recommend approval of the proposal.

Accreditation: There is no recognized accreditation program for the proposed program.

Curriculum: The Master of Arts Degree in Writing entails a minimum of 36 semester hours of credit, to include the following core and tracks.

Core Courses of Study 6
EN 602 Introduction to Graduate Studies: Seminar in Writing (3)
EN 615W Technical Writing (3)

UNA states that students should take the core courses as early as possible in their program, but must complete them by the time they have taken 18 hours of coursework. At least 50 percent of the coursework required to complete the selected option must be earned at the 600 level.

Track I: Technical Writing

Core Courses of Study 6
Required Component 15 – 18
EN 534W Language and Gender (3)
EN 545W Multimodal Writing (3)
EN 625W Document Design (3)
EN 635W Publishing Practicum (3)
EN 694W Directed Project (3 – 6 hrs)
Elective Component:12 - 15
EN 539 Technical Editing (3)
EN 540W Grant Writing (3)
EN 542 Survey of Grammar (3)
EN 572W Rhetoric: Argument and Style (3)
EN 575W Literacy, Culture and Writing (3)
EN 595W Selected Topics in Writing (3)
EN 609W Rhetorical Theory and Culture (3)
EN 641 English Linguistics (3)
EN 660W Writing Internship (3)
EN 691W Selected Seminar in Writing (3)
EN 697 Independent Study (3)-
Total Credit Hours = 36

Track II: Rhetoric and Composition

Core Courses of Study 6
Required Component 15 – 18
EN 534W Language and Gender (3)
EN 545W Multimodal Writing (3)
EN 609W Rhetorical Theory and Culture (3)
EN 610W Composition Theory (3)
EN 694W Directed Project (3 – 6 hrs)
Elective Component:12 - 15
EN 535W Writing Protest and Dissent (3)
EN 539 Technical Editing (3)
EN 540W Grant Writing (3)
EN 541 History of the English Language (3)
EN 542 Survey of Grammar (3)
EN 566 Sociolinguistics (3)
EN 572W Rhetoric: Argument and Style (3)
EN 575W Literacy, Culture and Writing (3)
EN 595W Selected Topics in Writing (3)
EN 625W Document Design (3)
EN 635W Publishing Practicum (3)

EN 641 English Linguistics (3)
EN 645W Creative Writing Seminar (3)
EN 660W Writing Internship (3)
EN 691W Selected Seminar in Writing (3)
EN 697 Independent Study (3)
Total Credit Hours = 36

Track III: Creative Writing

Core Courses of Study 6
Required Component 15 - 18
EN 615W Technical Editing (3)
EN 645W Creative Writing Seminar (3)
EN 646W Literary Editing and Publishing (3)
EN 555W Adv Cr Writing, Fiction & Drama OR
EN 556W Adv Cr Writing, Poetry & CNF (3)
EN 690 Thesis (3-6 hrs) and EN 695 Thesis Defense (0 hrs)

Elective Component: 12 - 15
EN 534W Language and Gender (3)
EN 535W Writing Protest and Dissent (3)
EN 542 Survey of Grammar (3)
EN 544W Grant Writing for the Creative Writer (3)
EN 564 The Contemporary American Novel (3)
EN 565 Contemporary Poetry (3)
EN 555W Adv Cr Writing, Fiction & Drama (if not taken for Section II) (3)
EN 556W Adv Cr Writing, Poetry & CNF (if not taken for Section II) (3)
EN 595W Selected Topics in Writing (3)
EN 625W Document Design (3)
EN 660W Writing Internship (3)
EN 691W Selected Seminar in Writing (3)
EN 694 Directed Project in Writing (3)
EN 697 Independent Study (3)
Total: 36 credit hours

Collaboration: Collaboration is not planned at this time; this is the sole graduate program of its kind in the state. The proposers do note that faculty have recently collaborated with Northrop Grumman in Huntsville to establish a minor in human computer interaction – user expedience (HCI/UX). The International Fertilizer Development Center (IFDC) has hosted UNA professional writing interns and has expressed the positive value of the proposed Master’s program to IFDC and the community. IFDC has also hired several UNA undergraduate writing program graduates.

Distance Education: Face-to-face traditional lecture and a percentage of online courses will be implemented. Approximately 33 percent of the total program’s courses offered will be provided by distance education. Relatedly, UNA notes that research consultations (scheduled one-on-one or small group meetings with a librarian) are also offered in person, by telephone, or online. Library resources and assistance are offered to distance education students as well as those physically on campus.

Admissions: For unconditional Admission the applicant must demonstrate:

- **Preparation:** Applicants must hold a bachelor’s degree from an accredited institution and have at least 24 semester hours in English above the 200 level. A Graduate Admissions Committee will review each application; consequently, all applications and supporting documents must be submitted to the Office of Graduate Admissions and Services of the University in accordance with submission deadlines established by that office.

- Scholastic Achievement: A minimum of 2.75 GPA on a 4.0 scale in all previous undergraduate and graduate coursework.
- Test Scores: Submission of satisfactory scores on either the Graduate Record Exam (GRE) (General Test) or the Miller Analogies Test (MAT).
 - Students who seek admission to the program must receive a minimum score of 388 on the MAT or a minimum score of 286 on the combined Verbal and Quantitative portions of the GRE.
- Three letters of recommendation: To be sent to the Director of Graduate Studies in English, Department of English, University of North Alabama.
- Sample Portfolio: For the MA in Writing, a sample portfolio is required.

Need: UNA states that no other Master of Arts program like this exists in the state of Alabama. The success of the current undergraduate degree in English with a concentration in Professional Writing at UNA was the catalyst for this program's design. Currently, at UNA, there are 12 courses being taught that focus specifically on writing skills. Additionally, UNA relates that faculty have recently collaborated with Northrop Grumman in Huntsville to establish a minor in human computer interaction – user expedience (HCI/UX). The work with the Huntsville community has shown that there is a demand for an advanced degree in Writing. Feedback from the Marshall Space Flight Center, NASA and other established professionals in publishing such as Health South, Dillard's, Walmart, Intergraph Corporation, and others further support the demand for this type of graduate degree.

UNA asserts that the ways in which a graduate with a Masters in Writing degree would search for a job opening varies more so than many other professions. UNA graduates will be trained in many areas of professional and technical writing, including creative and organizational writing. Job searches for those who hold this advanced degree will include a variety of search terms such as writer, technical, professional, editor, editing, grant, social media coordinator/manager, and media specialist.

A January 23, 2016 job search by UNA for "writer" on the website www.Indeed.com revealed 2,822 new job postings that required professional writing applicants with an advanced degree. Starting salaries for these jobs was \$70,000. An identical search on the same date using the search engine on www.usajobs.gov produced a total of 1,808 jobs requiring advanced writing skills (UNA notes that this search engine focuses specifically on government jobs). Those jobs ranged in pay from \$52,000 to over \$100,000 per year. According the January 2016 issue of "Current Jobs in Writing, Editing & Communication" newsletter, 20 new jobs were populated in the South/Southeastern part of the United States.

In the State of Alabama, a January 23, 2016 search revealed 43 new jobs for the position of technical writer. A similar search for jobs that required excelled writing skills in Florence, Alabama populated eight potential jobs. Projected job openings for those who hold a Masters of Writing were determined using the United States Government website for the Bureau of Labor Statistics (BLS). According to the data presented on this website on January 26, 2016, Employment of technical writers is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations. Employment growth will be driven by the continuing expansion of scientific and technical products and by growth in web-based product support. Job opportunities, especially for applicants with technical skills, are expected to be good. Similar results came from additional searches on the BLS using the key terms: writers, authors, editors, and grant writers.

Based on UNA research on the employment market for graduates:

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	8	9	10	11	12	50
State	43	47	52	54	59	255
SREB	1,808	1,988	2,186	2,404	2,644	11,030
Nation	2,822	3,104	3,414	3,755	4,130	17,255

Student Demand: The proposers specify that three types of primary data collection methods were used to gauge student demand for the MA in Writing program at UNA. Data was collected from October 22-30th of 2015. A qualtrics survey with six questions was distributed via UNA email to current undergraduate students enrolled in the Professional Writing program at UNA and to a sample of alumni of the program. In addition to the qualtrics survey, some alumni members of the English Department at UNA were asked to express their interest using our alumni relations social media connections. Lastly, the members of the English Department’s Professional Writing Committee interviewed existing students who were enrolled in upper division writing courses during the Fall 2015 semester. All three data collection methods suggested a positive response to the opportunity to earn a Master of Arts in Writing at UNA.

Specifically, the questions and results of the survey as follows: A total of 81 potential MA in Writing students responded to the Qualtrics survey. Of those surveyed, 94 percent responded they believed a program like this would be beneficial to the community. Seventy-four percent said they would like to enroll in this program in the next three years, with 30 percent saying they would like to enroll in the next year. Fifty percent of the respondents expressed an interest in full-time enrollment. Of the three tracks proposed/offered, the respondents expressed a keen interest in the Creative Writing track, 45 percent; the Technical Writing track, 40 percent; and the Composition Theory track, 15 percent. Additionally, 82 percent of the students polled believe that an advanced degree in Writing would advance their career.

Resources:

Faculty: At present, no new faculty will be needed to fully implement this proposed program.

Current Primary Faculty—

Full-time: 4
 Part-time: 0

Support Faculty—

Full-time: 5
 Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 2
 Part-time: 0

Support Faculty—

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 9, 2016

Full-time: 0
Part-time: 1

Note: UNA is currently conducting a tenure-track search for a new full-time faculty position in Composition/Writing for the 2017-18 academic year. This search is based upon enrollment demand in UNA's undergraduate courses, including the undergraduate option in Professional Writing. While this faculty member would hold a Ph.D. and be qualified to teach graduate courses in writing, the position itself is not dependent upon approval of the M.A. in Writing proposal.

Additionally, UNA has requested a second new tenure-track, full-time position in Composition/Writing for the 2018-19 academic year, but funding will be dependent upon continued increases in UNA's undergraduate student population. UNA states that this faculty position could also support the offering of graduate courses in writing, but again it is not dependent upon the approval of the M.A. in Writing, and thus was not included in the budget projections within the proposal.

Support Staff: No additional support staff will be required.

Fellowships and Assistantships: The Department of English MA in English offers two Graduate Assistantships. Those opportunities will be available to the MA in Writing students.

Equipment: No additional equipment is necessary specifically for the proposed program.

Facilities: No additional facilities will be required specifically for the proposed program.

Library: UNA states that the library resources are sufficient to support the program. At the conclusion of fiscal year 2015-2016, the libraries at the University of North Alabama (UNA) housed more than 364,000 cataloged volumes, including 56,068 bound periodical volumes. The libraries' holdings also included 1,080,828 microform units (including government documents in microform) and 441,802 electronic books. The libraries provide access to current content for more than 31,000 periodical titles, the vast majority in electronic format. The libraries' collection of audiovisual and other media materials contains nearly 13,000 physical items; these holdings are supplemented by more than 34,100 streaming videos and thousands of streaming audio files. The libraries also provide access to more than 160 electronic databases, including the databases provided by the Alabama Virtual Library.

UNA also presents detailed description in the proposal regarding the technology, staffing, collecting goals for the field, as well as monograph, periodical, and data base accessibility in support of the proposed program. Finally, UNA describes its library collections assessment process to facilitate ongoing current and pertinent holdings for the proposed program.

Program Budget: The proposal projected that \$0 will be required for the program in the first five years, and that \$217,648 will be available over the same period through internal reallocations and tuition.

Attachment 3

University of North Alabama
Master of Arts in Writing
 Curriculum for the Proposed Master's Degree in Writing

Fall 2016	Spring 2017	Fall 2017	Spring 2018
EN 602W: Introduction to Graduate Studies: Seminar in Writing (required/core)	EN 610W: Composition Theory	EN 609W: Rhetorical Theory and Culture	EN 694W: Directed Project (3-6 hours)
EN 615W: Technical Writing (required/core)	EN 635: Publishing Practicum	EN 645W: Seminar in Creative Writing	EN 660W: Writing Internship
EN 625W: Document Design		EN 660W: Writing Internship	EN 690: Thesis (3-6 credits)
	EN 539: Technical Editing	EN 602W: Introduction to Graduate Studies: Seminar in Writing (required/core)	EN 695: Thesis Defense
	EN 660W: Writing Internship	EN 615W: Technical Writing (required/core)	EN 656W: Seminar in Literary Editing and Publishing
EN 555W: Advanced Creative Writing: Fiction and Drama	EN 556W: Advanced Creative Writing: Poetry and Creative Nonfiction	EN 555W: Advanced Creative Writing: Fiction and Drama	EN 556W: Advanced Creative Writing: Poetry and Creative Nonfiction
Electives			
EN 534W: Language and Gender	EN 542: Survey of Grammar	EN 534W: Language and Gender	EN 565: Contemporary Poetry
EN 540W: Grant Writing and Management		EN 541: History of the English Language	
EN 541: History of the English Language	EN 545W: Multimodal Writing	EN 540W: Grant Writing and Management	EN 545W: Multimodal Writing
EN 539: Technical Editing			
EN 564: Contemporary American Novel			
EN 555W: Advanced Creative Writing: Fiction and Drama	EN 556W: Advanced Creative Writing: Poetry and Creative Nonfiction	EN 555W: Advanced Creative Writing: Fiction and Drama	EN 556W: Advanced Creative Writing: Poetry and Creative Nonfiction
EN 544W: Grant Writing for the Creative Writer		EN 575W: Literacy, Culture and Writing	EN 565: Contemporary Poetry
EN 697: Independent Study	EN 572W: Rhetoric:		EN 566: Sociolinguistics
	Argument and Style		
Courses on sufficient demand			
EN 535W: Writing Protest and Dissent	EN 595W: Selected Topics in Writing	EN 641: English Linguistics	
EN 697: Independent Study		EN 691: Selected Seminar in Writing	

DECISION ITEM D-1: Administrative and Programmatic Consolidation of Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed Administrative and Programmatic Consolidation of Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College.

Naming - Per the action of the Alabama Community College System Board of Trustees on August 10, 2016, the consolidated institution will be known as Coastal Alabama Community College (attachment 1). The consolidated institution will be designated as a "multi-campus institution." According to the Alabama Commission on Higher Education's (ACHE) Operational Definitions, a multi-campus institution is "a single institution which operates on two or more administratively equal campuses". For the purpose of this definition, the newly created college is comprised of the current primary campuses of Faulkner State, Alabama Southern, and Jefferson Davis.

Other teaching locations of the College will be designated as "instructional sites". The College's regional offices will be housed at the consolidated institution's Bay Minette campus (currently Faulkner State Community College's main campus).

Basis of Recommendation - This recommendation is based on the "Guidelines for the Review and Approval of The Consolidation or Merger of Two-Year Postsecondary Institutions," passed January 25, 1996 by the Alabama Commission on Higher Education and the then State Board of Education (now Alabama Community College System Board of Trustees) (attachment 2).

The ACHE review of the consolidation request is limited by policy and statutory authority to the 19 provisions and stipulations given in the "Guidelines" therein.

The ACHE review/analysis document of this consolidation request is provided to Commissioners under separate bound cover and may also be found on the ACHE website's Public Forum. The review document is entitled "ACHE Staff Review Analysis of Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College Request for Administrative and Programmatic Consolidation".

ACHE Academic Program Inventory – Currently, the Commission's Academic Program Inventory includes entries for Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College.

The listing of programs to be offered by the newly consolidated institution is shown in attachment 3, entitled "ACHE Academic Program Inventory for Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College after Institutional Consolidation into Coastal Alabama Community College (as of September 9, 2016)."

With this recommendation, the combined role of Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College will be that of a community college according to the ACHE Role Matrices.

Regional Accreditation - After approval by the Commission and the Alabama Community College System Board of Trustees, the institutions involved will submit a prospectus for a request for a Substantive Change review to the Southern Association of Colleges and Schools (SACS) Commission on Colleges (SACSCOC).

The SACSCOC President will forward the institution's prospectus to the SACSCOC Board of Trustees. If the prospectus is accepted, the Board will approve the change effective the date specified in the prospectus, which cannot exceed 30 days after approval by the SACSCOC Board of Trustees. The Board also will authorize the appointment of a Substantive Change Committee to visit the institution. The Committee will be charged with determining the institution's compliance with the *Principles of Accreditation* following the initiation of the change. The Substantive Change Committee visit will occur within six months after the implementation date. The report of the Substantive Change Committee, together with the response of the institution to any recommendations contained in that report, will be reviewed by the SACSCOC Board of Trustees. Following review, the Board will (1) continue the new institution in accreditation, with or without a monitoring report or (2) impose sanctions for failure to maintain compliance with the *Principles*. If the Board of Trustees determines that the substantive change adversely affects the institutions' continued compliance with the *Principles of Accreditation*, the accreditation of member institutions involved will be placed in jeopardy. If the SACSCOC Board does not approve the prospectus for the change and the institutions do not proceed with the change, the COC-accredited institutions will maintain their separately accredited status. However, if the institutions continue with the change without prior approval, accreditation of the institutions involved will be placed in jeopardy.

Changes to the Reaffirmation Cycle: The newly-consolidated/merged institution will be required to achieve reaffirmation of accreditation within five years following SACSCOC's action to approve the change. The institution will then maintain the normal ten-year reaffirmation cycle.

The next meeting of SACSCOC is scheduled for December 3-6, 2016.

ACHE Programmatic Review and Approval Process – The consolidation proposal generally addresses matters of territory and potential duplication of effort, and provides discussion regarding the delivery of programs within the consolidated College’s service area on the basis of need and student demand. Any program not listed in the Consolidated ACHE Academic Program Inventory as of September 9, 2016, shall be considered a new program and require completion of all processes and steps for new program proposals, including the Intent to Submit a Program Application (ISPA).

Commission notification (ACHE information item) also is required for the movement of existing program(s) from one campus (of the multi-campus design) to another. The notification shall follow current ACHE information item timelines and be subject to Commission regular information item submission requirements.

The program review process shall include ACHE’s regular review of post-implementation conditions as well. The programs currently under post-implementation review will be evaluated by the conditions and parameters approved by the Commission for that program. The consolidation will have no effect on the conditions and parameters for programs currently under post-implementation review.

As for programs currently listed as inactive at any of the three institutions, the consolidation does not extend the inactive timeline of five years from the original institution request, or change Commission notification requirements to make the program active again.

Upon completion of the consolidation process, any off-campus work currently approved by the Commission for any of the three institutions involved in this consolidation will be considered as offerings by Coastal Alabama Community College, with all current reporting requirements still in effect. Any new off-campus offerings will be subject to regular Commission review and approval process.

In its off-campus procedures, the Commission utilizes service areas established by the Alabama Community College System Board of Trustees as “boundaries” for the delivery of off-campus instruction for the two-year colleges. On August 10, 2016, the Board established the service area for the consolidated college as:

- Baldwin County,
- Choctaw County,
- Clarke County,
- Conecuh County,
- Escambia County,
- Marengo County,
- Monroe County,
- Wilcox County.

Finally, attachment 4 provides details regarding identification of institutional IDs and a timeline for merged data submissions for the Office of Postsecondary Education Identifier (OPEID), used for data reporting of the Integrated Postsecondary Education Data System (IPEDS); the Federal School Code used for Federal Student Aid purposes; as well as the Federal Interagency Committee on Education (FICE) code used for the Alabama Statewide Student Database.

Background: As detailed in Higher Education Chapter 300-2-1 Supp. 12/31/13 2-1-53, Attachment To Rule 300-2-1-.09, "Guidelines For The Review And Approval Of The Consolidation Or Merger Of Two-Year Postsecondary Institutions" (Passed January 25, 1996), the Chancellor may cause two or more institutions within the Alabama Community College System to consolidate or merge for the purpose of forming a comprehensive community college by presenting for approval, first to the Alabama Commission on Higher Education for review, comments and/or action, and then to the Alabama State Board of Education [Alabama Community College System Board of Trustees] a Statement of Intent to Consolidate or Merge, which shall incorporate and conform to several stipulations and provisions. These guidelines were developed jointly by ACHE and ACCS.

The "Alabama Community College System Resolution Approving Chancellor's recommendation to initiate the consolidation planning process and authorizing Notification to the Alabama Commission on Higher Education and The Southern Association Of Colleges and Schools Commission On Colleges, December 10, 2015, Action Item Number VIII.A.4" was provided as supporting documentation to the Commission on March 11, 2016, and is attached herein as well (attachment 5).

The Commission approved the "Statement of Intent Regarding the Consolidation-Merger of Faulkner State Community College, Jefferson Davis Community College, and Alabama Southern Community College" on March 11, 2016 (Decision Item E-2). The Statement of Intent represented the first step of the merger/ consolidation process.

Supporting Documentation:

1. "Alabama Community College System Recommendation for Action – Action Item Title: Alabama Southern Community College, Jefferson Davis Community College and Faulkner State Community College, Approval of Name, Mission Statement, Main Campus, Campuses and Instructional Sites, and Service Area of the Proposed Consolidation Institution," attachment 1.
2. Guidelines for the Review and Approval of The Consolidation or Merger of Two-Year Postsecondary Institutions," attachment 2.

3. "ACHE Staff Review Analysis of Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College Request for Administrative and Programmatic Consolidation". Provided under separate bound cover to ACHE Commissioners and available upon request.
4. "ACHE Academic Program Inventory for Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College after Institutional Consolidation into Coastal Alabama Community College (as of September 9, 2016)", attachment 3.
5. "Detailed Matrix of ACHE Inventory for Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College (as of September 9, 2016)", available upon request.
6. Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College: Identification of Institutional IDs and Timeline of Merged Data Submissions, attachment 4.
7. Alabama Community College System Resolution Approving Chancellor's recommendation to initiate the consolidation planning process and authorizing Notification to the Alabama Commission on Higher Education and The Southern Association Of Colleges and Schools Commission On Colleges, December 10, 2015, Action Item Number VIII.A.4, attachment 5.
8. Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College July 19, 2016 Administrative and Programmatic Consolidation Appendices and Attachments, available upon request.
9. Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College January 15, 2016 Administrative and Programmatic Consolidation initial submission, available upon request.
10. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

Alabama Community College System Recommendation for Action –
Action Item Title: Alabama Southern Community College, Jefferson Davis Community College and
Faulkner State Community College, Approval of Name, Mission Statement, Main Campus, Campuses
and Instructional Sites, and Service Area of the Proposed Consolidation Institution

ALABAMA COMMUNITY COLLEGE SYSTEM

RECOMMENDATION FOR ACTION

<u>August 10, 2016</u>	Action Item Number <u>VIII.A.1</u>
Date of Board Meeting Action	President's Request
	Source

ACTION ITEM TITLE

ALABAMA SOUTHERN COMMUNITY COLLEGE, JEFFERSON DAVIS COMMUNITY COLLEGE AND FAULKNER STATE COMMUNITY COLLEGE
Approval of Name, Mission Statement, Main Campus, Campuses and Instructional Sites, and Service Area of the Proposed Consolidated Institution

RECOMMENDATION

It is recommended "That the Alabama Community College System Board of Trustees approve the Name, Mission Statement, Main Campus, Campuses and Instructional Sites and Service Area of the proposed regional institution created through the consolidation of Alabama Southern Community College, Jefferson Davis Community College and Faulkner State Community College. Such approval is subject to the acceptance and approval of the Substantive Change Prospectus by the Southern Association of Colleges Commission on Colleges (SACSCOC)."

FISCAL CONSIDERATION

None

RATIONALE

On December 10, 2015, the ACCS Board of Trustees (Board) approved the Chancellor's "Resolution to Initiate Planning for the Consolidation of Faulkner State Community College (Faulkner), Alabama Southern Community College (Alabama Southern), Reid State Technical College (Reid) and Jefferson Davis Community College (Jefferson Davis)." On March 8, 2016, the Board approved the Statement of Intent to Consolidate Alabama Southern, Faulkner and Jefferson Davis (Statement of Intent). Subsequent to the Board's action, the Alabama Commission on Higher Education (ACHE) approved the Statement of Intent on March 11, 2016.

Currently before the Board is the Chancellor's request for approval of the name, mission statement, main campus, campuses and instructional site locations, and service area of the proposed new regional college. In accordance with the consolidation process and as mandated by the Southern Association of Colleges Commission on Colleges (SACSCOC), the ACCS Board of Trustees must approve these elements of the proposed institution. The recommendations are the result of a number of meetings and focus group discussions, both at the colleges and at community locations.

This approval is subject to the acceptance and approval of the Substantive Change Prospectus scheduled for submission to SACSCOC on September 1, 2016.

The recommendations and a revised consolidation timeline are attached.

Attachment 2

**Guidelines For The Review And Approval Of The Consolidation Or Merger Of Two-Year Post
Secondary Institutions Alabama State Board Of Education Resolution**

Higher Education Chapter 300-2-1

Supp. 12/31/13 2-1-53

Attachment To Rule 300-2-1-.09

**Guidelines For The Review And Approval Of The Consolidation Or
Merger Of Two-Year Postsecondary Institutions
Alabama State Board Of Education Resolution
Passed January 25, 1996**

CONSOLIDATION OR MERGER OF POSTSECONDARY INSTITUTIONS

WHEREAS, a recommendation that all colleges in The Alabama College System be given the opportunity to become community colleges was passed by The Alabama College System President's Association and accepted by the Chancellor of the Alabama College System; and

WHEREAS, on May 26, 1989, the Chancellor instructed all technical colleges then accredited by the Commission on Educational Institutions of the Southern Association of Colleges and Schools to become accredited by the Commission on College of the Southern Association of Colleges and Schools; and

WHEREAS, the Chancellor is responsible for the development of guidelines and criteria to be met by institutions of the Alabama College System in changing status; and

WHEREAS, the Chancellor, upon the occasion of an institution's having met the guidelines and criteria specified for changing status may recommend approval of such change in status to the Alabama State Board of Education; and

WHEREAS, the Alabama State Board of Education wishes to reaffirm its commitment to peer accreditation processes and its support, without reservation, of the need for and importance of such reviews; and

WHEREAS, the Alabama State Board of Education expresses its desire that colleges under its supervision communicate with the Commission on Colleges of the Southern Association of Colleges and Schools and the Alabama Commission on Higher Education in a timely and appropriate manner; and

WHEREAS, it is the expectation of the Chancellor that institutes involved in consolidation or merger shall undertake deliberate planning processes in accordance with the requirements of The Criteria for Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools and requirement of the Alabama Commission on Higher Education;

NOW, THEREFORE, BE IT RESOLVED, That the Chancellor may cause two or more institutions within the Alabama College System to consolidate or merge for the purpose of forming a comprehensive community college by presenting for approval, first to the Alabama Commission on Higher Education for review, comments and/or action, and then to the Alabama State Board of Education a Statement of Intent to Consolidate or Merge which shall incorporate and conform to the following stipulations and provisions:

1. A description of the institutions to be consolidated or merged and the designation of a name for the newly created comprehensive community college;
2. A statement of personnel assurances addressing the individual identities, missions, and histories of the affected institutions; the status, right, privileges, and benefits of employees of both the consolidated or merged institutions and the new community college; the status, rights, and privileges of students of both the consolidated or merged institutions and the new community college; employment practices and related and relevant matters of law; and such other information as the Chancellor shall deem appropriate;
3. Assurance that personnel at the institutions to be consolidated or merged have been involved in the preparation of the Statement of Intent to Consolidate or Merge, and that close consultation between personnel at the institutions to be consolidated or merged and staff members will continue during the consolidation or merger process;
4. A description of the benefits to be derived from the consolidation or merger in terms of enhancement of programs and services available to residents of the new college service area;
5. A description of the benefits to be derived from the consolidation or merger in terms of efficiency of management, leadership, and coordination of instructional and student support activities;

6. A plan to secure and/or maintain appropriate accreditation for the newly formed community college, including the Prospectus for Substantive Change as required by the Commission on Colleges of the Southern Association of Colleges and Schools;
7. The results of an audit of the effectiveness of educational programs at each of the affected institutions, and especially a description of the impact of the consolidation or merger upon existing and/or potential occupational/technical programs to be used to provide entry-level job training skills to residents of the new college service area;
8. A description of library/learning resources to support the programs at the newly consolidated or merged institution;
9. A description of the impact of the consolidation or merger upon the ability of the new community college to provide training for business and industry within the college service area;
10. A description of the impact of the consolidation or merger upon the ability of the new community college to provide community service and continuing education opportunities to the residents of the service area;
11. A student population projection and student demographic analysis for the new community college;
12. A disposition of existing facilities, equipment, and supplies for the consolidated or merged institution as it affects the new community college;
13. A description of the fiscal support available for the new community college, including a copy of the most recent financial audits of the affected institutions and a financial impact statement regarding their consolidation or merger;
14. A plan setting forth the steps to be taken and time lines to achieve the administrative and programmatic consolidation or merger of the institutions involved into a single comprehensive community college, developed with input from and consultation between personnel at the institutions to be consolidated or merged;

A. The consolidation or merger of institutions shall proceed in two phases, commencing with an administrative consolidation or merger, for which a detailed plan shall be developed which shall contain a description of the administrative organization for the new institution, and a specific time line noting the initiation and completion dates of the administrative phase of the consolidation or merger;

B. A detailed plan for the final phase of the consolidation or merger, the programmatic phase, shall be developed and shall contain a description of the educational program at the new institution, including an inventory of programs, as well as other specific information related to programmatic realignments, and a specific time line noting the initiation and completion dates of the programmatic phase of the consolidation or merger;

15. Provisions for planned professional development to enhance and support the growth of the new comprehensive community college;

16. A description of the geographic area to be served by the new community college;

17. A specific time line defining the entire consolidation or merger process;

18. The Commission on Colleges of the Southern Association of Colleges and Schools and the Alabama Commission on Higher Education shall be notified at the beginning of the planning process for consolidations or merges and at least six months in advance of the designated date for final approval, in accordance with its provisions for substantive change; and

19. The Alabama State Board of Education directs the president(s) and the Chancellor, when necessary, to visit the Southern Association of Colleges and Schools personally to assure understanding and communication concerning pending consolidations or merges.

BE IT FURTHER RESOLVED, That the consolidation or merger of institutions shall be recommended only after public meetings concerning the proposed consolidation or merger are held in each community where an affected institution is located; that the Chancellor shall approve all elements of the transition plan for carrying out the consolidation or merger of institutions and monitor all actions taken and evaluate their effectiveness; that

consolidated or merged institutions shall not be recognized as one institution until the administrative and programmatic phases are completed, the Commission on Colleges of the Southern Association of Colleges and Schools and the Alabama Commission on Higher Education have recognized and approved the consolidation or merger; and the Alabama State Board of Education has rendered final approval; and that the Chancellor shall report annually for the first three years to the Alabama State Board of Education concerning the programs of the consolidation or merger including elements of fiscal, program, and administrative accountability. BE IT FURTHER RESOLVED, That the colleges are instructed to submit copies of all correspondence with and materials provided to and received from the Commission on Colleges of the Southern Association of Colleges and Schools to the Alabama Department of Postsecondary Education for conveyance to the Alabama State Board of Education.

CHANCELLOR'S GUIDELINES AND TIMETABLE FOR MERGER OR CONSOLIDATION

1. Approval of Statement of Intent to Consolidate or Merge by the Alabama Commission on Higher Education;
2. Approval of Statement of Intent to Consolidate or Merge and of personnel assurances by the Alabama State Board of Education (initial action);
3. Institutional notification of pending change to the Commission on Colleges of the Southern Association of Colleges and Schools (immediately after initial action);
4. Preparation and submission of Prospectus for Substantive Change (as required by the Commission on Colleges of the Southern Association of Colleges and Schools);
5. Visit by Substantive Change Committee (varies);
6. Approval of change by the Commission on Colleges of the Southern Association of Colleges and Schools (varies);
7. Approval of formal request for administrative consolidation by the Alabama Commission on Higher Education;
8. Final approval of change by the Alabama State Board of Education subject to acceptance of the prospectus by the Commission on Colleges of the Southern Association of Colleges and Schools (six months after initial action);
9. Recognition of programmatic change;
10. First year progress report;
11. Second year progress report;
12. Third year progress report.

Author: William O. Blow

Statutory Authority: Code of Ala. 1975, §§16-5-1, et seq.

History: New Rule: Filed April 6, 1998; effective May 11, 1998.

Attachment 3

ACHE Academic Program Inventory for Faulkner State Community College,
 Alabama Southern Community College, and Jefferson Davis Community College
 after Institutional Consolidation into Coastal Alabama Community College

CIP	Field Of Study	Program Title	Deg Offered
01.0605	LANDSCAPING AND GROUNDSKEEPING.	LANDSCAPE OPERATIONS MANAGEMENT	C / A.A.S.
03.0511	FOREST TECHNOLOGY/TECHNICIAN.	FORESTRY	A.A.S.
10.0304	ANIMATION, INTERACTIVE TECHNOLOGY , VIDEO GRAPHICS AND SPECIAL	3D ANIMATION AND VISUAL	C.
10.0304	ANIMATION, INTERACTIVE TECHNOLOGY , VIDEO GRAPHICS AND SPECIAL EFFECTS.	ANIMATION, INTERACTIVE TECHNOLOGY ,	C / A.A.S.
12.0401	COSMETOLOGY/COSMETOLOGIST, GENERAL.	COSMETOLOGY	C.
11.0101	COMPUTER AND INFORMATION SCIENCES, GENERAL.	COMPUTER SCIENCE	A.A.S.
15.1301	DRAFTING AND DESIGN TECHNOLOGY/TECHNICIAN, GENERAL.	DRAFTING & DESIGN TECHNOLOGY	C / A.A.S.
15.0599	ENVIRONMENTAL CONTROL TECHNOLOGIES/TECHNICIANS, OTHER.	HAZARDOUS MATERIALS TECHNOLOGY	C / A.A.S.
15.0612	INDUSTRIAL TECHNOLOGY/TECHNICIAN.	INDUSTRIAL ENGINEERING TECH	C / A.A.S.
15.0699	INDUSTRIAL PRODUCTION TECHNOLOGIES/TECHNICIANS, OTHER.	INDUSTRIAL PRODUCTION	A.A.S.
19.0505	FOODSERVICE SYSTEMS ADMINISTRATION/MANAGEMENT.	COMMERCIAL FOOD SERVICE	C.
22.0302	LEGAL ASSISTANT/PARALEGAL.	PARALEGAL	A.A.S.
22.0303	COURT REPORTING/COURT REPORTER	COURT REPORTING	A.A.S.
24.0101	LIBERAL ARTS AND SCIENCES/LIBERAL STUDIES.	TRANSFER AA	A.A.
24.0102	GENERAL STUDIES.	TRANSFER AS	A.S.
30.9999	MULTI-INTERDISCIPLINARY STUDIES, OTHER.	OCCUPATIONAL TECHNOLOGY (courses only)	A.O.T.
31.0301	PARKS, RECREATION AND LEISURE FACILITIES MANAGEMENT, GENERAL.	GOLF COURSE MGT/LEISURE FACILITIES MGT	A.A.S.
31.0301	PARKS, RECREATION AND LEISURE FACILITIES MANAGEMENT, GENERAL.	GOLF COURSE MANAGEMENT	C.
46.0101	MASON/MASONRY.	MASONRY	C.
47.0303	INDUSTRIAL MECHANICS AND MAINTENANCE TECHNOLOGY.	INDUSTRIAL MAINTENANCE TECHNOLOGY	A.A.S.
47.0603	AUTOBODY/COLLISION AND REPAIR TECHNOLOGY/TECHNICIAN.	AUTOMOTIVE BODY REPAIR	C.
47.0604	AUTOMOBILE/AUTOMOTIVE MECHANICS TECHNOLOGY/TECHNICIAN.	AUTO MECHANICS	C.
47.0607	AIRFRAME MECHANICS AND AIRCRAFT MAINTENANCE TECHNOLOGY/TECHNICIAN.	AIRFRAME TECHNOLOGY	C / A.A.S.
47.0608	AIRCRAFT POWERPLANT TECHNOLOGY/TECHNICIAN.	POWERPLANT TECHNOLOGY	C / A.A.S.
47.0609	AVIONICS MAINTENANCE TECHNOLOGY/TECHNICIAN.	AVIONICS TECHNOLOGY	C / A.A.S.
48.0303	UPHOLSTERY/UPHOLSTERER.	UPHOLSTERY	C.
48.0508	WELDING TECHNOLOGY/WELDER.	WELDING	C.
48.0703	CABINETMAKING AND MILLWORK.	CABINET MAKING	C.
50.0402	COMMERCIAL AND ADVERTISING ART.	VISUAL COMM & COMP GRAPHICS	C / A.A.S.
51.0601	DENTAL ASSISTING/ASSISTANT.	DENTAL ASSISTING	C / A.A.S.
51.0808	VETERINARY/ANIMAL HEALTH TECHNOLOGY/TECHNICIAN AND VETERINARY ASSISTANT	VETERINARY TECHNOLOGY	A.A.S.
51.0904	EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN (EMT PARAMEDIC).	EMERGENCY MEDICAL SERVICES	C / A.A.S.
51.0909	SURGICAL TECHNOLOGY/TECHNOLOGIST.	SURGICAL OPERATING ROOM TECHNOLOGY	C / A.A.S.
51.3801	REGISTERED NURSING/REGISTERED NURSE	NURSING-AND	A.A.S.
51.3901	LICENSED PRACTICAL/VOCATIONAL NURSE TRAINING.	PRACTICAL NURSING	C.
52.0201	BUSINESS ADMINISTRATION AND MANAGEMENT, GENERAL	BUSINESS	A.A.S.
52.0401	ADMINISTRATIVE ASSISTANT AND SECRETARIAL SCIENCE, GENERAL.	OFFICE ADMINISTRATION	A.A.S.
52.0901	HOSPITALITY ADMINISTRATION/MANAGEMENT, GENERAL.	HOSPITALITY SERVICES MANAGEMENT	C / A.A.S.

Attachment 4

Faulkner State Community College, Alabama Southern Community College, and Jefferson Davis Community College: Identification of Institutional IDs and Timeline of Merged Data Submissions

For data reporting purposes, there are two items to consider regarding a merger: identification of institutional ids and timeline of merged data submissions. According to the U.S. Department of Education, when a merger/consolidation occurs, the ids for the main campus or leading institution are retained for the new merged institution. The Office of Postsecondary Education Identifier (OPEID) is used for data reporting of the Integrated Postsecondary Education Data System (IPEDS) and the Federal School Code is used for Federal Student Aid purposes. The Federal Interagency Committee on Education (FICE) code is used for the Alabama Statewide Student Database.

Since Faulkner State Community College's main campus in Bay Minette is serving as the lead campus in this merger, the OPEID for Coastal Alabama Community College will be 101161, the current OPEID for Faulkner State Community College. This OPEID will be used for all IPEDS data reporting for Coastal Alabama Community College. Similarly, for Federal Student Aid purposes, the current Federal School Code for Faulkner State Community College, 001060, will be used for Coastal Alabama Community College. For data reporting to the Alabama Statewide Student Database, 001060, the current FICE code for Faulkner State Community College will be used for Coastal Alabama Community College.

Current Institutions	OPEID	Federal School Code	FICE Code
Alabama Southern CC	101949	001034	001034
Faulkner State CC	101161	001060	001060
Jefferson Davis CC	101499	001021	001021

New Merged Institution	OPEID	Federal School Code	FICE Code
Coastal Alabama CC	101161	001060	001060

The timing of the transition to report one data set for the newly merged institution in lieu of three separate data sets and to use one Federal School Code for Federal Student Aid purposes is dependent on final approval of the merger by the U.S. Department of Education. Therefore, the timeline for use of 101161 as OPEID for Coastal Alabama Community College and 001060 as Federal School Code for Coastal Alabama Community College will be coordinated with the U.S. Department of Education upon their final approval of the merger. ACHE staff will coordinate implementation of 001060 as FICE Code for Coastal Alabama Community College for the Alabama Statewide Student Database along with the timeline for OPEID and Federal School Code.

Attachment 5

Alabama Community College System Resolution
Approving Chancellor's recommendation to initiate the
consolidation planning process and authorizing Notification to the Alabama
Commission on Higher Education and The Southern Association Of Colleges and Schools
Commission On Colleges, December 10, 2015, Action Item Number VIII.A.4

December 10, 2015

Action Item Number VIII.A.4.

Date of Board Meeting Action

RESOLUTION APPROVING CHANCELLOR'S RECOMMENDATION TO INITIATE THE PLANNING PROCESS FOR THE MERGER AND/OR CONSOLIDATION OF FAULKNER STATE COMMUNITY COLLEGE, JEFFERSON DAVIS COMMUNITY COLLEGE, ALABAMA SOUTHERN COMMUNITY COLLEGE AND REID STATE TECHNICAL COLLEGE, AND AUTHORIZING NOTIFICATION TO THE ALABAMA COMMISSION ON HIGHER EDUCATION AND THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES

WHEREAS, the Board of Trustees of the Alabama Community College System was established by Act No. 2015-125 (the "Act") of the Alabama Legislature and approved as law by the Governor of Alabama on May 5, 2015; and

WHEREAS, pursuant to the Act, the Alabama Community College System (the "ACCS") was created as a department of state government, which replaced and succeeded to the duties of the Department of Postsecondary Education and is now governed by the Board of Trustees (the "Board") created by the Act; and

WHEREAS, in August 2015, in accordance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC") Substantive Change policy, the colleges within the Alabama Community College System that are accredited by SACSCOC gave formal notice of the change in system governance to SACSCOC; and

WHEREAS, the Act authorizes the Board to appoint a Chancellor who serves as the Chief Executive Officer of the ACCS to assist the Board in carrying out its authority and responsibility; and

WHEREAS, pursuant to the authority vested in the Chancellor, under the Act and as prescribed by the Board's policy on Consolidations and Merger of ACCS Institutions approved on November 12, 2015, the Chancellor has the authority and responsibility, subject to the approval of the Board, for the operation, management and improvement of the community colleges, including but not limited to the recommendation of mergers and/or consolidations of community and technical colleges; and

WHEREAS, the Chancellor has determined and recommended that it is in the best interest of the ACCS, the affected community colleges and the general public to initiate the review, evaluation and planning process for the merger and/or consolidation of Faulkner State Community College, Jefferson Davis Community College, Alabama Southern Community College and Reid State Technical College; and

WHEREAS, SACSCOC's Substantive Chance Policy and the regulatory rules promulgated by the Alabama Commission on Higher Education ("ACHE") require notification of a merger or consolidation planning process at least six (6) months in advance of a designated date anticipated for final approval of a merger and/or consolidation; and

WHEREAS, the merger and/or consolidation will not be final until the prerequisites of both SACSCOC and ACHE have been satisfied and approved and the Chancellor recommends final approval after public meetings with the affected communities and college personnel;

NOW, THEREFORE, BE IT RESOLVED, that the Chancellor, in accordance with applicable rules and guidelines, is hereby authorized and directed to give immediate written notice to SACSCOC and ACHE of the beginning of the planning process for a merger and/or consolidation of Faulkner State Community College, Jefferson Davis Community College, Alabama Southern Community College and Reid State Technical College.

BE IT FURTHER RESOLVED, that the merger and/or consolidation of these colleges shall be recommended only after public meetings concerning the proposed merger and/or consolidation are held in each community where an affected college is located; that the Chancellor shall approve all elements of the transition plan for carrying out the merger and/or consolidation of institutions and monitor all actions taken and evaluate their effectiveness; that the merged and/or consolidated colleges, other than as required for efficient administration under the appropriate guidelines and rules governing the administrative phase for the merger and/or consolidation, shall not be recognized as one institution until the administrative and programmatic phases are completed, the Southern Association of Colleges and Schools Commission on Colleges and the Alabama Commission on Higher Education have recognized and approved the merger and/or consolidation; and the Board of Trustees of the Alabama Community College System has rendered final approval

BE IT FURTHER RESOLVED, that the Presidents, administrators and staff of Faulkner State Community College, Jefferson Davis Community College, Alabama Southern Community College and Reid State Technical College are instructed to cooperate with the Chancellor in this planning process and submit copies of all correspondence with and materials provided to and received from the Southern Association of Colleges and Schools Commission on Colleges to the Alabama Community College System for conveyance to the Board of Trustees.


Vice/President
Board of Trustees
System Alabama Community College System


Chancellor
Alabama Community College

Action by Board:

<input checked="" type="checkbox"/>	Tabled
<input checked="" type="checkbox"/>	12/10/15 Approved
<input type="checkbox"/>	Disapproved
<input type="checkbox"/>	Amended (describe)
<input type="checkbox"/>	Additional action

DECISION ITEM E-1: Athens State University, Addition of an Option in Bioinformatics to the Existing BS in Biology (CIP 26.0101)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed option as a reasonable extension/alteration of an existing program.

Background: Athens State University (ATSU) currently has the Bachelor of Science (BS) in Biology at CIP 26.0101 in the Commission's Academic Program Inventory. ATSU has proposed the addition of an option in Bioinformatics to the existing program.

The program with the proposed option will require a total of 124 semester hours (sh):

General Education	41 (sh)
Program Core	30 (sh)
Proposed Option	25 (sh)
Electives	28 (sh)
Total	124 (sh)

The program option includes courses such as Cell Structure and Function; Genetics; General Ecology; Plant Ecology; Bioinformatics; and Biology Capstone.

Budgetary Impact: None.

According to the proposal, the option is designed to provide Alabama students with a competitive edge when applying for research technician jobs, graduate school programs, and health-related fields.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

The staff recommends that the proposed option be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM E-2: Central Alabama Community College, Addition of a Certificate in General Business to the Existing AAS in Business (CIP 52.0201)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the addition of a Certificate award in General Business to the Existing AAS in Business at Central Alabama Community College (CEN).

Background: In October 2001, the Commission approved "Guidelines for Approval of Certificate Programs in Existing Associate Applied Science (AAS) and Associate in Applied Technology (AAT) Programs." The guidelines provided that two-year colleges may add Certificate awards to existing AAS or AAT programs upon Commission approval as reasonable extensions/alterations of existing programs. The policy stated that the addition of the Certificate award is considered reasonable if all the following criteria are met:

1. The corresponding AAS or AAT must be an active program in the Commission's Academic Program Inventory.
2. The proposed certificate must be offered under the same six-digit CIP Code and program title as the existing AAS or AAT.
3. The institution must not add new courses to offer the certificate.
4. A recipient of the certificate must be qualified to practice the relevant occupation without completing a full degree program.

The Alabama Community College Systems and CEN submitted a Certificate program application, in accordance with the Commission guidelines. The requested Certificate met the criteria of the Commission policy. The Certificate is being requested due to evolving industry and business needs in the College's service area.

Budgetary Impact: NONE

The proposed Certificate program will not require the addition of faculty, equipment, or new facilities.

The staff recommends that the proposed Certificate program be approved as a reasonable extension of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Guidelines for Approval of Certificate Programs in Existing Associate Applied Science (AAS) and Associate in Applied Technology (AAT) Programs." Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM E-3: Troy University, Addition of a Concentration in Security Studies to the Existing MS in Criminal Justice Administration (CIP 43.0103)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed concentration as a reasonable extension/alteration of an existing program.

Background: Troy University (TROY) currently has the Master of Science in Criminal Justice Administration at CIP 43.0103 in the Commission's Academic Program Inventory. TROY has proposed the addition of a concentration in Security Studies to the existing program.

The program with the concentration will require a total of 30 semester hours:

Program Core	15 (sh)
Proposed Option	15 (sh)
Total	30 (sh)

Courses in the program core consist of the following coursework: Principles of Administration; Current Trends in Criminal Law; Seminar in the Administration of Justice; Criminology Theory; Survey of Research Methods in Criminal Justice; and Capstone in Criminal Justice.

For the proposed concentration, students may select five courses from the following: Seminar in Homeland Security; Transportation and Border Security; Legal Aspects of Security; Cyber and Information Threat Management; Seminar in Intelligence; Intelligence Analysis; Emergency and Crisis Management; Criminal Justice Study Abroad; Selected Topics in Security; Agency Experience; National Security Policy; and Terrorism and Political Violence.

Budgetary Impact: No additional funds are required.

According to the proposal, the topic of security at both the public and private level is a developing need for criminal justice and security professionals at all levels.

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM E-4: Troy University, Expansion of Bachelor of Science in Nursing to the Dothan Campus (CIP 51.3801)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed program expansion to the Dothan Campus.

Proposal: Troy University plans to offer the Bachelor of Science in Nursing (BSN) degree program at the Dothan Campus.

Background: **Location of Program:** This extension of the current program, via the Commission's approval, is requested under the protocols for such migration of Troy University programs which were established at the time of the University's dissolution of its Troy State University system status in 2005.

The Dothan Campus is an approved location, has active programs in the Commission inventory, and is within the University's approved service area.

The Dothan Campus is located between the city of Dothan and Fort Rucker on 405 acres, at 500 University Drive, Dothan, Alabama 36303.

Relationship to the Commission's Academic Program Inventory: The proposal entails offering the Bachelors of Science in Nursing (BSN) at CIP code 51.3801, currently approved for Troy University-Troy Campus location, to the Troy University-Dothan Campus location as well.

Description of Program: The Troy University BSN is approved through the Alabama Board of Nursing and meets the Alabama Board of Nursing requirements for at least 50 percent of students admitted to the program to complete the program within 150 percent of total completion time.

The BSN is accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission (NLNAC). Troy University's BSN was last reviewed by NLNAC in spring 2011, and the program's next accreditation review is anticipated in spring 2019.

Strength of the Existing Program: Troy University's BSN is academically strong and productive on the University's Troy Campus as demonstrated by admissions and degrees awarded data provided for the years 2011 through 2015.

Troy Campus Council Licensure Examination for Registered Nurses (NCLEX-RN) percent pass rate for 2012-13 through 2014-15 is over 95 percent.

Adequate Student Demand: A recent departmental survey of Troy University nursing students showed that 14 percent of respondents (21/150) would prefer to complete their BSN at the Dothan Campus. Specialized accreditation regulations restrict the number of qualified students which can be admitted into the BSN during each intake cycle. This enrollment number will be limited to 16 until the program's next specialized accreditation review in 2019, at which time that number may be increased.

Need for Program: The BSN degree requires in-class, face-to-face courses, as part of the program's specialized accreditation. There is no other four year public institution in Dothan and no other offering by a public institution of a BSN in the Dothan area. There is an Associate's program (ASN) at Wallace Community College in Dothan, which creates a strong potential pathway for students who wish to further their education beyond the ASN.

Effect on the Existing On-Campus Program: There is no projected impact on the current BSN program on the Troy Campus. Specialized accreditation regulations restrict the number of qualified students which can be admitted into the BSN during each intake cycle.

There are more qualified students than there are openings. Offering the BSN on the Dothan Campus provides an opportunity for students in the Dothan area to pursue this highly valued and much needed degree.

Clinical Sites: Troy has provided signed clinical agreements documentation with appropriate agencies sufficient in number to accommodate the projected enrollment.

Admission and Program Completion Requirements: The admission and program completion requirements for the BSN at the Dothan Campus will be the same as those at the Troy Campus; these are strongly directed by specialized accreditation requirements and meet all The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements for University-wide program admission and progression.

Resources: According to Troy officials, the proposed BSN program delivered at the Dothan Campus will be self-supporting from the start.

Public Review: The proposal was posted on the Commission website from July 6, 2016 until July 20, 2016 (twenty days) for public review and comment. No comments were received.

Supporting Documentation:

1. Troy University - Proposed extension of its existing BSN program (Troy Campus) to the Dothan Campus, attached.
2. Clinical Site Agreements documentation, available upon request.
3. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

**Attachment 1
Troy University -**

Proposed extension of its existing BSN program (Troy Campus) to the Dothan Campus

Troy University

Proposed extension of its existing BSN program (Troy Campus) to the Dothan Campus

Alabama Commission on Higher Education

GUIDELINES FOR THE REGULATION OF OFF-CAMPUS PROGRAMS

In addition to all criteria stated for the approval of off-campus courses, the following additional criteria shall apply to the approval of off-campus instructional programs:

1. Location of Programs: Complete degree programs may only be offered at Commission approved sites. Distance from the offering institution to the proposed off-campus sites will be a primary consideration in the delivery of off-campus programs, unless it can be demonstrated that the proposed program is the only one of its kind.

The proposed migration of the Bachelors of Science in Nursing (BSN) is from the currently approved Troy University-Troy Campus location to the Troy University-Dothan Campus location. This extension of the current program, via the Commission's approval, is requested under the protocols for such migration of Troy University programs which were established at the time of the University's dissolution of its Troy State University system status in 2005. The Dothan Campus is an approved location, with a Commission inventory of approved courses, and is within the University's approved service area.

2. Relationship to the Commission's Academic Program Inventory: All programs to be offered off-campus must be listed in the Commission's Academic Program Inventory for the proposing institution.

The current BSN degree is an approved program in the Commission inventory for Troy University. It is approved for the Troy Campus. The inventory also shows an approval for the Dothan Campus. This approval, and subsequent inclusion in the inventory, was for student services offered at the Dothan Campus in support of the University's RN-to-BSN online program.

3. Strength of the Existing On-Campus Program: Only programs which are academically strong and productive on the main campus should be offered off-campus. Information related to the main campus program must be provided. This includes: (a) headcount enrollment data for the preceding five academic years, (b) completion rates for the preceding five academic years as reported to the National Center for Educational Statistics through the Integrated Postsecondary Education Data System (IPEDS), and (c) current accreditation status, if programmatic accreditation is available. If graduates of the program are required to pass a certification or licensure examination, the institution must provide documentation related to the performance of its graduates on such an examination. The institution must also include data related to the placement rates of graduates of the program. Exceptions to this rule may be considered, based on 4, 5, and 6 following.

Troy University's BSN is academically strong and productive on the University's Troy Campus. The three following tables show that the BSN on the Troy Campus has had strong enrollment and completion rates for the preceding five academic years.

**Troy University - Troy Campus
 BSN Headcount Enrollment*
 Fall Semester 2011 - Fall Semester 2015**

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% change over Fall 2011
601	742	727	786	824	37.10%

**Note: BSN Headcount Enrollment represents Freshmen through Seniors and includes the total number of students who have indicated a BSN major, regardless of their formal acceptance into the program. Formal application for admission to the School of Nursing is made near the end of students' sophomore year, pending completion of all general studies courses.*

**Troy University - Troy Campus
 BSN Admission Numbers
 Fall Semester 2011 - Fall Semester 2015**

Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	% change over Fall 2011
55	63	61	58	59	54	67	59	66	20.00%

**Troy University - Troy Campus
 BSN Degrees Awarded
 2011-2012 through 2015-2016****

2011-12	2012-13	2013-14	2014-15	2015-15	% change over 2011-12
50	55	63	74	60	20.00%

***Note: Degrees awarded figures include all graduates from July 1-June 30 of each year reported*

The Troy University BSN is approved through the Alabama Board of Nursing and meets the Alabama Board of Nursing requirements for at least 50% of students admitted to the program to complete the program within 150% of total completion time.

The BSN is accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission (NLNAC). Troy University's BSN was last reviewed by NLNAC in spring 2011, and the program's next accreditation review is anticipated in spring 2019.

Troy University BSN students complete the National Council Licensure Examination (NCLEX) for registered nurses. The previous three years' licensure examination scores are provided in the table below.

**Troy University - Troy Campus
 BSN NCLEX-RN Results
 2012-2013 through 2014-2015**

NCLEX FY 12-13		NCLEX FY 13-14		NCLEX FY 14-15	
# of candidates	Percent Pass	# of candidates	Percent Pass	# of candidates	Percent Pass
52	92.3%	62	96.8%	77	96.1%

Data from Alabama Board of Nursing website, <http://www.abn.alabama.gov/nursing-programs/#tab-registered>. See also the attached Alabama Board of Nursing letter regarding Troy University's most recent NCLEX-RN results.

4. Adequate Student Demand: The institution must provide documentation of strong student demand, along with graduation projections for the first five years of operation at the proposed site. Post-implementation conditions on enrollment, graduation rates and job placement similar to those placed on the approval of new academic programs will be placed on the approval of off-campus programs. If a program is to be offered on a limited one-time basis, this must be stated. In such cases, student demand, enrollment projections, and graduation projections will be applied accordingly.

A recent departmental survey of Troy University nursing students showed that 14% of respondents (21/150) would prefer to complete their BSN at the Dothan Campus. Specialized accreditation regulations restrict the number of qualified students which can be admitted into the BSN during each intake cycle. This enrollment number will be limited to 16 until the program's next specialized accreditation review in 2019, at which time that number may be increased. Projected enrollment and graduation rates are provided in the two following tables.

**Troy University - Dothan Campus
 BSN Enrollment Projections**

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	5-Year Average
16	16	16	16	16	16

**Troy University - Dothan Campus
 BSN Degree Completion Projections**

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	4-Year Average
0	16	16	16	16	16

5. Need for the Program: The institution must provide documentation that there is significant unmet need (employer demand) which cannot be met by the campus-based program or by other similar programs in the State.

The BSN degree requires in-class, face-to-face courses, as part of the program's specialized accreditation. There is no other four year public institution in Dothan and no other offering by a public institution of a BSN in the Dothan area. There is an ASN (Associate's) program at Wallace Community College in Dothan, which creates a strong potential pathway for students who wish to further their education beyond the ASN.

6. Effect on the Existing On-Campus Program: In supporting documentation, the institution must explain potential effects of the proposed off-campus program on the resources available to and the quality of the program on the main campus. The institution must also provide documentation that the Southern Association of Colleges and Schools and any professional accreditation agencies, if applicable, have been notified of the institution's intent to offer the proposed program off-campus. Documentation must be provided that required clearances have been received from the appropriate accreditation agencies.

There is no projected impact on the current BSN program on the Troy Campus. Specialized accreditation regulations restrict the number of qualified students which can be admitted into the BSN during each intake cycle. There are more qualified students than there are openings. Offering the BSN on the Dothan Campus provides an

opportunity for students in the Dothan area to pursue this highly valued and much needed degree. Specialized accreditation requirements are strict regarding admission acceptance, and progression, into the BSN. Having the Dothan Campus location for the BSN offers otherwise qualified, but not accepted, students the chance to enter a BSN program.

The BSN accreditation agency, Accreditation Commission for Education in Nursing (ACEN), and SACSCOC have both been notified of this proposed location for the BSN and both agencies have approved this extension of the BSN to the Dothan Campus.

7. Clinical Sites: If the proposed program requires a clinical component (example: allied health programs), signed clinical agreements with appropriate agencies sufficient in number to accommodate the projected enrollment in the program must be provided. These agreements must indicate the total number of clinical slots that will be available at each clinical site.

See attached documentation.

8. Admission and Program Completion Requirements: Admission and program completion requirements for a proposed off-campus program must be the same as the requirements on the main campus.

These admission and program completion requirements for the BSN at the Dothan Campus will be the same as those at the Troy Campus; these are strongly directed by specialized accreditation requirements and meet all SACSCOC requirements for University-wide program admission and progression. These requirements are published in the University's Undergraduate Catalog.

9. All proposals for off-campus programs will be subject to a twenty-day public comment period prior to action or acceptance by the Commission. Proposals must be submitted electronically by the institutions and will be posted to the Commission website for public review and comment. At the end of the twenty-day period, the Commission staff will compile the comments and send them to the applicant institution for response.

The University welcomes any and all constructive comments to this proposal.

10. If an institution is found to be offering an off-campus program without the approval of the Commission, the Commission staff will notify the institution in writing regarding the violation and may conduct an on-site visit to confirm the non-compliance with Commission policy, if necessary. Following this review, the Commission will take appropriate action concerning the violation.

The University understands and accepts the role of the Commission as the decision group for the extension of an existing approved program's from one University campus site to another University campus site within the state.

DECISION ITEM E-5: University of Alabama, Addition of a Nurse Practitioner Concentration in Mental Health for Rural Populations to the Existing MSN in Nursing (CIP 51.3801)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed concentration as a reasonable extension/alteration of an existing program.

Background: The University of Alabama (UA) currently has the Master of Science in Nursing (M.S.N.) at CIP 51.3801 in the Academic Program Inventory. UA proposes the addition of a Nurse Practitioner Concentration in Mental Health for Rural Populations to the existing program.

The program with the proposed Mental Health concentration will require 40 semester hours (43 sh with the thesis option), as listed below:

Program Core	18 sh
Proposed Concentration	22 sh
Electives/Other	3 sh (Thesis)
Total	40 (or 43 with Thesis)

Courses in the core are: NUR 501, Theoretical Models for Advanced Nursing Practice with Rural Populations (3 sh); NUR 503, Informatics in Healthcare (3 sh); NUR 502, Issues in Community Health for Rural Populations (2 sh); NUR 522, Human Relations Management (3 sh); NUR 580, Fiscal Resource Management (3 sh); NUR 526, Evidence Based Practice Roles and Processes (4 sh).

Courses in the proposed Nurse Practitioner in Mental Health for Rural Populations concentration are: NUR 505, Advanced Health Assessment (3 sh); NUR 521, Advanced Pharmacology; (3 sh); NUR 529, Advanced Pathophysiology (3 sh); NUR 582, Psychiatric Treatment Modalities (2 sh); NUR 585, Mental Health for Rural Families I (4 sh); NUR 587, Mental Health for Rural Families II (4 sh); NUR 589, Mental Health for Rural Families Residency (3 sh).

The Thesis is optional -- NUR 599: Thesis Project; 3 sh.

This proposal requests the separation of the previously approved online dual concentration; Nurse Practitioner Concentration in Mental Health and Primary Care for Rural Populations. The original concentration included (and required) students to complete course work for an MSN, which allowed them to become dually prepared as primary care and psychiatric nurse practitioners.

Since 2012, UA has admitted 53 students to that concentration and all were from Alabama. The length of the program is two full years and 13 have graduated. Currently there are 38 students in good academic standing, and UA expects 21 of them to graduate in August 2016.

Throughout each recruitment campaign, prospective students have expressed the need and desire to complete one specialty, rather than both. This year over 200 prospective students have inquired about the nurse practitioner concentration at the University of Alabama, and the Recruitment and Retention Liaison reports receiving at least 20 communications each week inquiring about enrolling in only one of the concentrations.

This approach will shorten time to degree, addressing a critical need to provide mental health nurse practitioners to care for the people of Alabama. UA officials believe this single concentration will enhance the ability to recruit not only MSN students, but also to provide a pipeline of interested and qualified students for UA's Doctor of Nursing Practice program; thus meeting market-driven demands for graduates who are leaders in nursing and healthcare.

UA officials assert that the proposed concentration is timely in its approach and leverages the existing course offerings in a format that provides significant opportunities for graduate-level students to be specifically prepared to function in this role.

- **Budgetary Impact:** No additional resources will be needed to implement the proposed concentration.

The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM E-6: University of Alabama, Addition of a Concentration in Nurse Administrator to the Existing MSN (CIP 51.3801)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed concentration as a reasonable extension/alteration of an existing program.

Background: The University of Alabama (UA) currently has the Master of Science in Nursing (M.S.N.) at CIP 51.3801 in the Academic Program Inventory. UA proposes the addition of a concentration in Nurse Administrator to the existing program.

The program with the proposed Nurse Administrator concentration will require 31 semester hours (34 sh with the thesis option), as listed below:

Program Core	19 sh
Proposed Concentration	12 sh
Electives/Other	3 sh (Thesis)
Total	31 sh or 34 sh (w/Thesis Option)

Courses in the core are: NUR 501: Theoretical Models for Advanced Nursing Practice with Rural Populations, 3 sh; NUR 503: Informatics in Healthcare, 2 sh; NUR 502: Issues in Community Health for Rural Populations, 2 sh; NUR 522: Human Relations Management, 3 sh; NUR 581: Research and Statistics for Health Professionals, 3 sh; CHS 520: Basic Epidemiology, 3 sh; and NUR 580: Fiscal Resource Management, 3 sh.

Courses in the proposed Nurse Administrator concentration are: NUR 527: Evidence Based Practice Roles and Processes: Nurse Administrator, 4 sh; NUR 537: Nurse Administrator Practicum I, 4 sh; and NUR 538: Nurse Administrator Practicum II, 4 sh.

The Thesis is optional -- NUR 599: Thesis Project; 3 sh.

UA officials believe this new concentration will enhance the ability of the University of Alabama, Capstone College of Nursing to recruit not only MSN students, but also to provide a pipeline of interested and qualified students for their Doctor of Nursing Practice program, as well as their Doctor of Education in Instructional Leadership for Nurse Educator program; thus meeting market-driven demands for graduates who are leaders in nursing, nursing education, and healthcare.

According to UA officials, several recent changes drive this need for change. Perhaps the most important driver for this change is found in a major document supporting the need for nurse executives. The Institute of Medicine (IOM) report entitled "The Future of Nursing: Leading Change, Advancing Health (2011)" notes an expectation that highly educated nurses must be allowed to practice at the full scope of current practice expectations.

UA officials further assert that the mandate, that nurses need higher levels of education by improving education systems to achieve seamless academic progression, can more easily be met by providing a greater number of entry level programs in universities where seamless progression can be accomplished.

This proposal to add a nurse administrator concentration not only meets the expectation that nurses are educated to perform at the full scope of practice, but also articulates seamlessly with two doctoral programs at the University of Alabama.

- **Budgetary Impact:** No additional monetary resources will be needed to implement the proposed concentration. Further, this added concentration will create the opportunity to recruit and enroll a greater number of M.S.N. students; thus, increasing revenue.

The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM E-7: University of Alabama, Addition of a Nurse Practitioner Concentration in Primary Care for Rural Populations to the Existing MSN in Nursing (CIP 51.3801)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the proposed concentration as a reasonable extension/alteration of an existing program.

Background: The University of Alabama (UA) currently has the Master of Science in Nursing (M.S.N.) at CIP 51.3801 in the Academic Program Inventory. UA proposes the addition of a concentration of a Nurse Practitioner in Primary Care for Rural Populations to the existing program.

The program with the proposed Primary Care concentration will require 38 semester hours (41 sh with the thesis option), as listed below:

Program Core	18 sh
Proposed Concentration	20 sh
Electives/Other	3 sh (Thesis)
Total	38 sh or 41 sh (w/Thesis Option)

Courses in the core are: NUR 501, Theoretical Models for Advanced Nursing Practice with Rural Populations (3 sh); NUR 503, Informatics in Healthcare (3 sh); NUR 502, Issues in Community Health for Rural Populations (2 sh); NUR 522, Human Relations Management (3 sh); NUR 580, Fiscal Resource Management (3 sh); NUR 526, Evidence Based Practice Roles and Processes (4 sh).

Courses in the proposed Nurse Practitioner in Primary Care for Rural Populations concentration are: NUR 505, Advanced Health Assessment (3 sh); NUR 521, Advanced Pharmacology, (3 sh); NUR 529, Advanced Pathophysiology (3 sh); NUR 586, Primary Care for Rural Families I (4 sh); NUR 588, Primary Care for Rural Families II (4 sh); and NUR 590, Primary Care for Rural Families Residency (3 sh).

The Thesis is optional -- NUR 599: Thesis Project (3 sh).

This proposal requests the separation of the previously approved online dual concentration; Nurse Practitioner Concentration in Mental Health and Primary Care for Rural Populations. The original concentration included (and required) students to complete course work for an MSN which allowed them to become dually prepared as primary care and psychiatric nurse practitioners.

Since 2012, UA has admitted 53 students to that concentration and all were from Alabama. The length of

the program is two full years and 13 have graduated. Currently, there are 38 students in good academic standing, and UA expects 21 of them to graduate in August 2016.

Throughout each recruitment campaign, prospective students have expressed the need and desire to complete one specialty, rather than both. This year over 200 prospective students have inquired about the nurse practitioner concentration at UA, and the Recruitment and Retention Liaison reports receiving at least 20 communications each week inquiring about enrolling in only one of the concentrations.

This approach will shorten time to degree, addressing a critical need to provide primary care nurse practitioners for the people of Alabama. UA officials believe this single concentration will enhance the ability to recruit not only MSN students, but also to provide a pipeline of interested and qualified students for UA's DNP program; thus meeting market-driven demands for graduates who are leaders in nursing and healthcare.

The proposed concentration is timely in its approach and leverages the existing course offerings in a format that provides significant opportunities for graduate-level students to be specifically prepared to function as nurse practitioners in Primary Care for Rural Populations.

- **Budgetary Impact:** No additional resources will be needed.

The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM E-8: University of Alabama at Birmingham, Departmental Restructuring and Renaming in the School of Optometry

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve the Departmental Restructuring and Renaming in the School of Optometry

Background: The University of Alabama Board of Trustees has approved the restructuring of the UAB School of Optometry from two departments (Department of Vision Sciences and Department of Optometry) to one department with the name: The Department of Optometry and Vision Science.

This proposal for departmental restructuring and renaming reflects alignment with the University's Strategic Plan initiative. The proposed departmental consolidation also strengthens the successful long-term collaborations established through the integration of research, education and service and enables more robust and efficient partnerships with UAB's health science schools, UAB Hospital and Health System, Children's of Alabama, the Birmingham VA Medical Center, and community-based health centers and agencies throughout the state.

The restructuring will also enhance collaboration across health care settings, university-wide centers, and educational programs by more closely integrating research and clinical practice expertise.

According to the Commission's operational definitions, administrative changes at the department level generally are submitted as information items. At UAB, however, departments are more prominent units than academic divisions. Consequently, this item is submitted for Commission approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM E-9: University of Alabama at Birmingham, Addition of Tracks in Computational Physics; Applied Physics; and Advanced Physics to the Existing BS in Physics (CIP 40.0801)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed three tracks as reasonable extensions/alterations of an existing program.

Background: The University of Alabama at Birmingham (UAB) currently has the Bachelor of Science in (BS) in Physics at CIP 40.0801 in the Academic Program Inventory. UAB proposes the addition of three tracks in Computational Physics; Applied Physics; and Advanced Physics to the program.

The program with each track will require a total of 120 semester hours (sh):

General Education	51 sh
Program Core	57 sh
Track	12 sh
Total	120 sh

The program core consists of courses such as Calculus I, II, and III; Intro to Differential Equations; Statistical Thermodynamics; and Electromagnetic Theory I.

Courses in the Computational Physics track are: Mathematical Methods of Physics; Scientific Programming; Computational Physics; Advanced Computational Laboratory; Modern Physics I & II; and Physics Capstone.

Courses in the Applied Physics track will be Mathematical Methods of Physics, in addition to 9 sh of approved applied physics courses chosen from offerings in Physics; Materials Science & Engineering; Biomedical Engineering; Electrical Engineering; Mechanical Engineering, or other departments.

Courses in the Advanced Physics track are: Mathematical Methods of Physics; Electromagnetic Theory II; Classical Mechanics II; and Introductory Quantum Mechanics II.

According to UAB officials, the tracks are being offered to assist those students who wish to pursue graduate studies.

- **Budgetary Impact:** No additional resources will be needed.

Consistent with Commission policy and operational definitions, the tracks will not be identified separately in

the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

The staff recommends that the proposed three tracks be approved as reasonable extensions/alterations of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM E-10: University of Alabama in Huntsville, Addition of an Option in Art Education to the Existing BA in Studio Art (CIP 50.0701)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed option as a reasonable extension/alteration of an existing program.

Background: The University of Alabama in Huntsville (UAH) currently has the BA in Studio Art listed at CIP 50.0701 in the Commission's Academic Program Inventory. UAH has proposed the addition of an option in Studio Art to the existing program.

The program with the proposed Option will require a total of 132 semester hours (sh):

General Education	41 sh
Program Core	54 sh
Concentration	37 sh
Total	132 sh

The program core includes courses in 2-D Design and Color Theory; Drawing Foundations; Drawing Introduction; Animation Introduction; Graphic Design Introduction; and Photography Introduction.

Courses in the proposed option include: Multicultural Foundations of Ed; Technology in the Classroom; Classroom & Behavior Management; Teaching the Exceptional Child; and Reading in the Content Area.

According to UAH officials, the option has been requested by numerous students who are artistically inclined, and the opportunity to study to become teachers offers a viable career option.

Budgetary Impact: There will be no additional costs to add the option.

Consistent with Commission policy and operational definitions, the option will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

The staff recommends that the proposed option be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.

2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM E-11: University of Alabama in Huntsville, Establishment of the College of Professional and Continuing Studies

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the establishment of the College of Professional and Continuing Studies.

Background: The University of Alabama in Huntsville (UAH) plans to establish the College of Professional and Continuing Studies. The College will be established by changing the name of the Division of Professional and Continuing Studies to the College of Professional and Continuing Studies. The College will have an expanded role compared to the former Division in serving the needs of professional and continuing studies in North America and beyond.

The College of Professional and Continuing Studies will work in close cooperation with existing colleges to assist each adult student in completing a degree program at UAH that best fits their personalized situation and career goals.

According to UAH officials, this requested change from a Division to a College or School is consistent with the present-day composition of continuing education organizations at many other universities.

Budgetary Impact: None.

Since the academic programs and support services are already operational, the new unit will be implemented using existing funds.

According to the Commission's operational definitions, administrative changes creating units more prominent than a department (such as divisions, schools, or colleges) require Commission approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM E-12: University of South Alabama, Addition of a Concentration in Supply Chain Management to the Existing BS in Marketing (CIP 52.1401)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed concentration as a reasonable extension/alteration of an existing program.

Background: The University of South Alabama (USA) currently has the Bachelor of Science (BS) in Marketing at CIP 52.1401 in the Commission's Academic Program Inventory. USA has proposed the addition of a concentration in Supply Chain Management to the existing program.

The program with the proposed concentration will require a total of 122 semester hours (sh):

General Education	38 sh
Program Core	57 sh
Concentration	12 sh
Electives	15 sh
Total	122 sh

The program core includes courses such as Accounting Principles I & II; Applied Business Statistics I & II; Legal Environment of Business; Advanced Computer Applications; Principles of Macroeconomics; and Principles of Microeconomics.

The concentration will have the following four courses: Supply Chain Management; Business-to-Business Marketing; Customer Relationship Management; and Current Issues in Supply Chain Management.

According to information provided by USA, given the seminal role of supply chain management in overall competitive strategy, it is important for business leaders to have a strong appreciation for and understanding of the mechanics and nuances of supply chain management's impact on organizational performance. Students need to understand supply chain management because it links supply and demand management across organizational boundaries.

Budgetary Impact: NONE.

Consistent with Commission policy and operational definitions, the concentration will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify it as a degree program.

The staff recommends that the proposed concentration be approved as a reasonable extension/alteration of an existing program.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM F: Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2016-2017 Academic Year

Staff Presenter: Mrs. Cheryl Newton
Grants Coordinator

Staff Recommendation: That the Commission conduct a public drawing to determine the order of payment to institutions.

Background: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations states the order in which institutions will be issued Fall term checks shall be determined by a random and public drawing of institutions. Pursuant to the regulations, sealed envelopes with the names of the institutions which have declared their intentions to apply for participation in the ASGP for the 2016-2017 academic year have been provided to the Commission Chairman, Mr. Ball, in order for the drawing to be held.

The results of the drawing at this meeting will determine the order in which grant funds will be released to institutions for the Fall term. After all Fall term payments are issued, the order will be reversed – so the institution ranked first for Fall term drops to last place for second term payment.

Supporting Documentation: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations (available upon request).

INFORMATION ITEM 1: Alabama State University, SACSCOC Board Removal of ASU from Warning Status

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: For information only.

Background: Alabama State University (ASU) had been placed on warning status by the Southern Association of Colleges and Schools, Commission on Colleges (SASCOC) Board of Trustees on December 7, 2014 because the institution did not provide an acceptable plan and supporting documentation to ensure that it had the capability to comply with certain standards as they relate to the substantive change. The SACSCOC Board action (June 16, 2016) has removed ASU from warning status.

ASU also received SACSCOC substantive change approval for the Bachelor of Science in Biomedical Engineering (BSBME) and Master of Social Work (MSW) programs at that meeting. Both of these programs were approved by the Commission on June 13, 2014; and had by routine procedure, implementation dates noted as June 13, 2016. However, given this unique circumstance and SACSCOC scheduling, students may be admitted to each program as appropriate.

ASU was informed by the Commission that it may commence implementation without submitting a new proposal so long as the implementation processes for these two programs had begun by July 13, 2016.

ASU was required to formally notify ACHE regarding the actual implementation dates upon their occurrence. Additionally, all post-implementation conditions and reporting deadlines/requirements as approved by the Commissioners remain as per usual procedures.

Supporting Documentation:

1. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. Written published documentation from the Southern Association of Colleges and Schools, Commission on Colleges (SASCOC). Available upon request.
2. Written unpublished documentation provided by Alabama State University. Available upon request.

INFORMATION ITEM 3: Auburn University at Montgomery, Establishment of the Department of Communication Disorders within the College of Nursing and Health Sciences

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Auburn University at Montgomery (AUM) has submitted plans to the Commission for the establishment of the Department of Communication Disorders within the College of Nursing and Health Sciences.

According to information submitted by AUM, this academic configuration places the health-related units together within the same college.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the Auburn University Montgomery. Available upon request.

INFORMATION ITEM 4: Jacksonville State University, Change in the Name of the Center for Business and Free Enterprise-Education and Entrepreneurship to the Center for Economic Education

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Jacksonville State University (JSU) Board of Trustees has approved the change in the name of the Center for Business and Free Enterprise-Education and Entrepreneurship to the Center for Economic Education.

Since this is only a name change, it does not require Commission approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 5: Jacksonville State University, Offering of a Health (6-12) and Physical Education (P-12) Dual Certification BSEd Program (CIP 13.1314)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: For information only.

Background: Jacksonville State University has notified the Commission that it is in the process of seeking approval from the State Department of Education to begin offering a Bachelor of Science in Education Health (6-12) and Physical Education (P-12) Dual Certification Program at CIP 13.1314.

Jacksonville State University (JSU) currently has an existing Physical Education Program located at CIP 13.1314, listed in the Commission's Academic Program Inventory. This notification is to inform the Commission that JSU has elected to provide the Health (6-12) and Physical Education (P-12) Dual Certification Program rather than the traditional Physical Education Program. The change reflects the State Department of Education providing the option to offer a dual certification in both health and physical education.

The notification does not entail a request for a new CIP code. There will be no need for additional funding. JSU officials indicate that the change is responsive to school district needs and will facilitate employment opportunities.

According to Commission policy, new teacher certification programs approved by the State Board of Education are exempt from Commission review but are required to be submitted to the Commission as information items. If implementation of the certificate requires the addition an academic program to the Commission's Academic Program Inventory, the new academic program is subject to the typical Commission review and approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education),
3. Written unpublished documentation provided by the institution. Available upon request

INFORMATION ITEM 6: University of Alabama, Establishment of the Integrative Center for Athletic and Sport Technology (I-CAST)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama (UA) has submitted plans to the Commission for the establishment of the Integrative Center for Athletic and Sport Technology (I-CAST).

According to information submitted by UA, this center will be devoted to the development of new technologies and the application of existing technologies for the primary purpose of reducing injury, accelerating recovery from injury, enhancing human performance, and optimizing nutrition in performance and recovery.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the University of Alabama. Available upon request.

INFORMATION ITEM 7: University of Alabama, Establishment of the Department of Family, Internal, and Rural Medicine

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For Information only.

Background: The University of Alabama (UA) plans to establish the Department of Family, Internal, and Rural Medicine. The new department will be established by merging the Department of Family Medicine and the Department of Internal Medicine.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 8: University of Alabama, Establishment of the Department of Journalism and Creative Media

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: For information only.

Background: The University of Alabama Board of Trustees has approved a resolution that the Department of Journalism and the Department of Telecommunication and Film in the College of Communication and Information Sciences at The University of Alabama be administratively merged into the Department of Journalism and Creative Media.

The faculty of the Department of Journalism and the Department of Telecommunication and Film have determined that coming together under a new name would best serve the educational mission of the units and the university in responding to larger disciplinary and professional trends. Further, the identified reasons to implement the merger included that the core learning outcomes of degree programs in both departments demonstrate considerable overlap.

Expected positive outcomes of the merger include: clearer branding to enhance recruiting and prestige; greater research collaboration using multiple methodologies; shared resource allocation, including significant technology equipment; and improved capacity of graduates to successfully acquire jobs in the rapidly changing media landscape.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 9: University of Alabama, Change in the Name of the Blount Undergraduate Initiative to the Blount Scholars Program in the College of Arts and Sciences

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama Board of Trustees has approved the change in the name of the Blount Undergraduate Initiative to the Blount Scholars Program in the College of Arts and Sciences.

Since this is only a name change, it does not require Commission approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 10: University of Alabama at Birmingham, Establishment of the Center for Disability Health and Rehabilitation Science (DHARS)

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham has submitted plans to the Commission for the establishment of the Center for Disability Health and Rehabilitation Science (DHARS). The Center will use an inclusion science model to foster collaboration among researchers from many disciplines contributing to the health, wellness, and rehabilitation needs of disabled individuals, and also involve people with disabilities in its activities. Further, the Center will use community engagement and advocacy strategies to provide leadership for community outreach and disability rights activities.

Goals include enhancing targeted research on motor recovery post-stroke, arthritis, cancer, obesity, Parkinson's disease, cerebral palsy, children with autism, post-spinal cord injury, social and behavioral studies of interventions to prevent and treat loss of health and facilitate function with disability. Further goals are basic biomedical studies, public policy and health services delivery, rehabilitation engineering and medical device development, and neuroscience research.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the University of Alabama at Birmingham. Available upon request.

INFORMATION ITEM 12: University of Alabama at Birmingham, Establishment of the UAB Microbiome Center

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham has submitted plans to the Commission for the establishment of the UAB Microbiome Center. According to information submitted by UAB, the Microbiome Center will not offer academic credit to students.

The Mission of the UAB Microbiome Center is "to establish an integrated microbiome research, education, training and service platform and forum on campus enabling comprehensive studies of the human microbiome in health and disease, to advance our understanding of the contributions of human microbiome to the human genetic landscape and promote translation of this knowledge into diagnostic, prevention and treatment of relevant diseases".

The ultimate purpose of the UAB Microbiome Center is to promote the health and well-being of people in Alabama and beyond by establishing innovative research, training and outreach programs to advance and distribute basic and clinical scientific research findings and translate new knowledge to microbiome-focused precision diagnostic and therapeutic development.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the University of Alabama at Birmingham. Available upon request.

INFORMATION ITEM 13: University of Alabama at Birmingham, Establishment of the Nathan Shock Center for Excellence in the Basic Biology of Aging

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham has submitted plans to the Commission for the establishment of the Nathan Shock Center (NSC) for Excellence in the Basic Biology of Aging.

According to information submitted by UAB, the Center will not offer academic credit to students. This new unit will leverage the instructional, clinical, and research expertise of UAB faculty from many areas across campus to provide services, resources, consultation, and training for investigators involved in research related to the biology of aging. The three core facilities in mitochondrial health, organismal energetics and comparative data analytics span three schools (School of Medicine, School of Health Professions, School of Public Health) and are led by recognized experts.

The goal of the UAB NSC is to act as a multiplier to increase the success of affiliated scientists, to provide leadership in the basic biology of aging and to promote scholarship in the field.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 14: University of Alabama in Huntsville, Establishment of the Collaborative Learning Center (CLC)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama in Huntsville (UAH) has submitted plans to the Commission for the establishment of the Collaborative Learning Center (CLC).

According to information submitted by UAH, the purpose of the CLC is to coordinate university-wide collaborative learning projects, and serve as a resource for faculty and students.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the University of Alabama in Huntsville. Available upon request.

INFORMATION ITEM 16: University of North Alabama, Change in the Name of the College of Nursing to the Anderson College of Nursing

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of North Alabama (UNA) Board of Trustees has approved the change in the name of the College of Nursing to the Anderson College of Nursing.

Since this is only a name change, it does not require Commission approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Alabama Administrative Code, Chapter 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 18: Implementation of Approved Programs

Staff Presenter: Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation: For information only.

Background: Commission guidelines state that a new program should be implemented in accordance with the timeline presented in the proposal. They further state that any institution having an approved program must notify the Commission in writing when the program is implemented (that is, when the institution has admitted the first student or students into the program). The institution also must notify the Commission in writing if the stated date or academic term of implementation changes. If the program is not implemented within 24 months of the date of approval, regardless of whether the Commission has been notified of the delay, the approval will expire, and the program will be removed from the Commission's Academic Program Inventory. Once an approval has expired, an institution must submit a new program proposal and receive Commission approval of the new proposal in order to offer the program.

Programs Implemented: In accordance with these guidelines, the following institutions have sent notification that the programs listed have been implemented.

Alabama State University

Program: Master of Social Work, MSW, CIP 44.0701
Approval date: June 13, 2014
Implementation date: June 28, 2016 (delayed)
Post-implementation report date: August 1, 2021 (revised from February 1, 2020 because of delayed implementation)

Program: Bachelor of Science in Biomedical Engineering, BSBME, CIP 14.0501
Approval date: June 13, 2014
Implementation date: July 1, 2016 (delayed)
Post-implementation report date: August 1, 2021 (revised from February 1, 2020 because of delayed implementation)

Athens State University

Program: Bachelor of Arts in Drama and Theatre Arts, BA, CIP 50.0501
Approval date: December 4, 2015
Implementation date: August 2016 (on schedule)
Post-implementation report date: September 1, 2021.

Athens State University (continued)

Program: Master of Arts in Religious Studies, MA,
CIP 38.0201
Approval date: June 12, 2015
Implementation date: August 2016 (on schedule)
Post-implementation report date: September 1,
2021.

Auburn University

Program: Bachelor of Science in Food Science,
BS, CIP 01.1001
Approval date: December 4, 2015
Implementation date: August 2016 (on schedule)
Post-implementation report date: September 1,
2021.

Auburn University at Montgomery

Program: Bachelor of Science in Communication
Disorders, BS, CIP 51.0204
Approval date: December 4, 2015
Implementation date: September 2016 (on
schedule)
Post-implementation report date: October 1,
2021.

University of Alabama at Birmingham

Program: Doctor of Philosophy in Educational
Studies in Diverse Populations, PhD, CIP 30.2301
Approval date: September 11, 2015
Implementation date: August 2016 (on schedule)
Post-implementation report date: September 1,
2021.

Program: Bachelor of General Studies in General
Studies, BGS, CIP 24.0102
Approval date: September 11, 2015
Implementation date: June 2016 (ahead of
schedule)
Post-implementation report date: September 1,
2021.

Program: Master of Science in Health Physics,
MS, CIP 51.2205
Approval date: March 11, 2016
Implementation date: August 2016 (on schedule)
Post-implementation report date: September 1,
2021.

University of Alabama at Birmingham (continued)

Program: Bachelor of Science in Human Resource Management, BS, CIP 52.1001
Approval date: June 10, 2016
Implementation date: August 2016 (on schedule)
Post-implementation report date: September 1, 2021.

Program: Bachelor of Arts in Computer and Information Sciences, BA, CIP 11.0101
Approval date: June 10, 2016
Implementation date: August 2016 (on schedule)
Post-implementation report date: September 1, 2021.

Program: Bachelor of Science in Immunology, BS, CIP 26.0507
Approval date: June 10, 2016
Implementation date: August 2016 (on schedule)
Post-implementation report date: September 1, 2021.

Program: Doctor of Nursing Practice, DNP, CIP 51.3818
Approval date: June 10, 2016
Implementation date: August 2016 (on schedule)
Post-implementation report date: September 1, 2021.

University of Alabama in Huntsville

Program: Bachelor of Arts in Writing, BA, CIP 23.1301
Approval date: September 11, 2015
Implementation date: August 2016 (on schedule)
Post-implementation report date: September 1, 2021.

University of South Alabama

Program: Master of Science in Sport Management, MS, CIP 31.0504
Approval date: September 11, 2015
Implementation date: August 2016 (Delayed from January 2016)
Post-implementation report date: September 1, 2021.

Programs Not Implemented:

Commission approval has expired for the following programs that were not implemented by the implementation deadline.

None.

Supporting Documentation:

“Guidelines on Implementation of a New Program,” adopted by the Commission on October 12, 2001, revision approved on September 23, 2005. Available upon request.

INFORMATION ITEM 19:

Summary of Post-Implementation Reports

Staff Presenter:

Dr. Lenny Lock
Director of Instruction and Special Projects

Staff Recommendation:

For information only.

Background:

Programs that met post-implementation conditions:

- Jacksonville State University, Program: Master of Science in Sport Management (CIP 31.0504)
- University of South Alabama, Program: Doctor of Philosophy in Combined Clinical and Counseling Psychology (CIP 42.2301)
- Calhoun Community College, Program: Associate in Applied Science (AAS) in Clinical Laboratory Technology (CIP 51.1004) [*second post-implementation report*]

Program that did not meet post-implementation conditions:

- None.

Supporting Documentation:

1. Unpublished post-implementation reports submitted by the institutions. Available upon request.
2. "Summary of Reports on Post-Implementation Conditions," attached.

**Summary of Reports on Post-Implementation Conditions
 [Listed by Institution]**

Meeting Conditions:

Jacksonville State University (2016 Report)

- Program: Master of Science in Sport Management (CIP 31.0504)

Approved by Commission: September 2010

Proposed Implementation Date: June 2011

Actual Implementation Date: June 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the 2011-12 through 2015-16 years will be at least 8, based on the proposal.
2. That the average number of graduates for the academic years 2012-13 and 2015-16 (four-year average) will be at least 6, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Master of Science in Sport Management (CIP 31.0504)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2012-13 and 2015-16	Percentage of Graduates Employed in The Field
Required	8	6	75%
Reported	23	12	91%

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: Ninety-one percent of the graduates were successful in acquiring related employment.

Condition 4: Competencies for Sport Management. The Student will demonstrate:

- An understanding of the structure of a sport management job hierarchy.
- The ability to implement a marketing plan in a practical sport management situation.
- An ability to set corporate objectives in a practical sport situation.
- An ability to reach corporate objectives through implementation of managerial models in an actual sport education corporate project.
- Knowledge of basic marketing principles.
- Knowledge of current trends in sport management.
- Knowledge of international sport management opportunities.
- The ability to interact with sport professionals.
- The ability to complete a corporate proceedings manual.
- The ability to develop a personal web page.
- The ability to effectively use technology in completing practical applications in the field of sport management.

The assessment of these competencies was premised upon individualized student LiveText portfolios. The portfolios were utilized to purposefully gather projects and other materials and artifacts that support the evaluation of the aforementioned competencies. Portfolio analysis indicated that students have been successful in completing the competencies portion of their degree program.

It is of note that beginning in Spring 2017 the Jacksonville State University Graduate Sport Management Program will implement a written Comprehensive Final Exam with designed rubrics that further refine the measurement of the successful completion of the aforementioned Competencies for Sport Management as set forth by The Commission on Sport Management Accreditation (COSMA). The program will begin the process of accreditation through COSMA as of Spring 2017.

Meeting Conditions:

University of South Alabama (2016 Report)

- Program: Doctor of Philosophy in Combined Clinical and Counseling Psychology (CIP 42.2301)

Approved by Commission: March 2008

Proposed Implementation Date: August 2009

Actual Implementation Date: August 2009

The Commission granted a revision entailing a two-year start-up period prior to the post-implementation. The post implementation evaluation period began with the 2011-12 academic year. The basis of the start-up was that this PhD program would not likely have its first graduates until the end of the fourth year of the program.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 8, based on the proposal.
2. That the average number of graduates for the academic years 2014-15 through 2015-16 (two-year average) will be at least 4, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That the institution report on progress in achieving accreditation by the American Psychological Association (APA).
5. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Doctor of Philosophy in Combined Clinical and Counseling Psychology (CIP 42.2301)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2014-15 and 2015-16	Percentage of Graduates Employed in The Field	Accreditation by the APA
Required	8	4	75%	Report on Progress in achieving APA Accreditation
Reported	8	5*	100%	APA Accreditation achieved (2013- 2020)

*4.5 rounded to 5.

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did meet the graduation post-implementation requirement.

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Condition 3: Eighty-four percent of the graduates were successful in acquiring related employment.

Condition 4: The program submitted its self-study to the APA Commission on Accreditation (COA) in 2012 (the initial year eligible). COA conducted a site visit in June 2013. The COA voted in their Spring 2014 meeting to accredit the program, retroactive to the date of the site visit (June 7, 2013). The program received seven (7) years accreditation, the longest period of accreditation allowed by COA.

Condition 5: The assessment condition has been met. Assessment of the program is based upon several benchmarks such as comprehensive examinations, peer reviewed publications, current student and graduates survey results, capstone internship placements, evaluation by internship supervisors, job placement rates, and licensure rates for students. Each of the measures indicate at least satisfactory attainment.

Meeting Conditions:

Calhoun Community College (2016 Report)

- Program: Associate in Applied Science in Clinical Laboratory Technology (CIP 51.1004)

Approved by Commission: June 2006

Additional two-year review period of 2013-14 through 2014-15 approved December 2013

Proposed Implementation Date: January 2007

Actual Implementation Date: July (Summer) 2007

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the academic years of 2013-14 through 2014-15 will be at least 20, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 through 2014-15 (two-year average) will be at least 10, based on the proposal.

Associate in Applied Science in Clinical Laboratory Technology (CIP 51.1004)	Average New Enrollment Headcount 2013-15 through 2014-15	Average Number of Graduates, 2013-14 through and 2014-15
Required	20	10
Reported	20	10*

*9.5 rounded to 10.

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: The requirement related to the National Registry Examination for this program was removed in the December 2013 Commission action.

Condition 4: The program previously met the condition that seventy-five percent of the graduates were successful in acquiring related employment.

Condition 5: The assessment of the program as related to the objectives and assessment measures in the proposal was previously met.

INFORMATION ITEM 20: Implementation of New Short Certificate Programs (Less than 30 Semester Hours)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Alabama Community College System reports the approval of short certificate programs (less than 30 semester hours) at the following two-year colleges in the fields of study listed below.

Bishop State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Animation	10.0399
Advanced Photography	10.0399
Advanced Videography	10.0399

Drake State Community and Technical College

<u>Field of Study</u>	<u>CIP Code</u>
Nursing Assistant	51.3902

Enterprise State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Foundational	19.0708
Curriculum and Design	19.0708
Childcare Development & Administration	19.0708
General Aviation	47.0607
Airframe Structures	47.0607
Airframe Systems	47.0607
Office Administration	52.0401
Reciprocating Engines	47.0608
Turbine Engines	47.0608
Linux Operating Systems Specialist	11.0101
Network Security Professional	11.0101
IT Support Technician	11.0101
Networking Communications Specialist	11.0101

Gadsden State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Multi-Interdisciplinary Studies	30.9999

Jefferson State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Ironworking	48.0509

Southern Union State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Child Development	19.0708

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the Alabama Community College System. Available upon request.

INFORMATION ITEM 21: Changes to the Academic Program Inventory

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & Other Units of Instruction), additions and certain extensions or alterations of units and programs of instruction must be submitted as information items not requiring Commission approval. Examples of information items, according to the operational definitions, include: 1) changes in program titles or CIP codes or degree nomenclatures at the same level (except doctoral) provided no changes in program requirements, content, or objectives are made, and provided the new nomenclature replaces the current designation; 2) programs placed on inactive status or deleted from the Academic Program Inventory; 3) change in award for completion from Diploma to Associate in Applied Technology in technical colleges provided certain conditions are met; 4) change in award for completion from Associate in Applied Technology to Associate in Applied Science in technical colleges provided certain conditions are met; and 5) change in award for completion from Diploma and/or Certificate to Associate in Applied Science in community colleges.

Supporting Documentation:

1. Academic Program Inventory. Available on the Commission's Website: www.ache.alabama.gov.
2. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

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A. Program Inventory Deletions

Institutions may voluntarily elect to delete program entries/awards from the Commission's Academic Program Inventory. However, institutions understand that these programs/awards cannot be reinstated to the Academic Program Inventory in the future without undergoing the regular process for new program review and approval.

Marion Military Institute	29.0399	Military Technology, C
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B. Changes in CIP Codes, Program Titles, or Degree Nomenclature

The following changes in CIP codes, program titles, or degree nomenclature represent no changes in program requirements, content, and objectives and are recommended as information items.

Auburn University	14.1001	Electrical Engineering, MS/ MEE
	14.0201	Aerospace Engineering, MS/ MAE
	14.1801	Materials Engineering, MS/ MM#E
	14.0901	Computer Science & Engineering, MS/ MSwE
	14.0701	Chemical Engineering, MS/ MChE
University of Alabama	09.0701	Telecommunication & Film, BACom
	09.0799	Creative Media, BACIS
	09.0401	Journalism (Mass Comm), BACom
	09.0499	News Media, BACIS
	09.0401	<u>Journalism (Mass Comm), MA</u>
University of Alabama at Birmingham	51.0001	Community Health and Human Services <u>Community Health, MAEd</u>
Jacksonville State University	13.1001	Collaborative K-6, 6-12 Special Ed., BS <u>Special Ed. Collaborative Teacher K-6 & 6-12</u>
	13.1001	Special Education, MEd <u>Special Education Collaborative Teacher K-6 & 6-12</u>

C. Programs Placed on Inactive Status

Jefferson State Community College	43.0202	Fire Science, AAS, C
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INFORMATION ITEM 22: Implementation of Non-Degree Programs at Senior Institutions

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Commission guidelines state that non-degree programs of senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates do not require Commission approval, but they must be reported to the Commission prior to implementation. The guidelines further state that these certificates are not listed in the Commission's Academic Program Inventory.

In accordance with these guidelines, the following institutions have sent notification regarding the non-degree programs indicated:

Auburn University Montgomery

Graduate Certificate in Nursing Education

The proposed 16 credit hour certificate in Nursing Education is designed by Nursing faculty to further develop professional nurses with skills in classroom, clinical, and online education necessary to meet the growing need for nursing faculty. The certificate is in response to the need to prepare more professional nurses with the knowledge and skills necessary to educate the nursing workforce, including clinical preceptors. This certificate will provide professional nurses the option to combine their clinical expertise with a passion for teaching.

Undergraduate Certificate in Substance Abuse Prevention Studies

Consisting of 13 credit hours, the proposed certificate will provide students with education, training and internship opportunities to prepare them to work with at-risk children, adolescents, transitional-age youth, and others at risk for developing substance abuse problems. This certificate will target sociology, social work and psychology students as well as current and aspiring paraprofessionals in the community.

Auburn University

Undergraduate Certificate in Accountancy

The undergraduate-level, non-degree offering will consist of 24 credit hours exclusively in Accounting. Intended for: 1) campus undergraduates in non-accounting business majors; and 2) online students that have completed a four-year undergraduate degree from

a regionally-accredited university and that have completed the required business foundation prerequisites.

Troy University

Undergraduate Certificate in Digital Forensics

The proposed certificate will consist of 18 credit hours and will introduce the process of uncovering and interpreting electronic data for use in a court of law, how to preserve any evidence in its most original form while performing an investigation, and the use of analysis tools that can be used to introduce errors. This certificate will incorporate a study of social media and its uses in the law enforcement field.

University of Alabama at Birmingham

Graduate Certificate in International Pediatric Dentistry
Clinical Residency

The School of Dentistry is planning to implement a graduate-level certificate in Pediatric Dentistry with a required master's degree in Dentistry, General from the Graduate School. This certificate will be offered to foreign dental professionals who have received a DMD/DD/BDS or equivalent wishing to pursue additional training in the United States. Coursework from the existing curriculum will be used to offer an instructional experience that will enhance the knowledge and skill-sets needed to provide quality dental care when the students return to their home countries.

Undergraduate Certificate in Enterprise Systems

The Collat School of Business is planning to implement an undergraduate level certificate in Enterprise Systems. The objective of the certificate is to help students and working professionals improve their understanding of how to provide organizational solutions based upon mainframe technologies. The program will serve those currently working in mainframe IT organizations as well as further the skills of professionals' adept at mainframe computing in order to advance their careers. The proposed certificate will require the completion of 12 semester hours.

University of Alabama

Post-Baccalaureate Interdisciplinary Certificate in
Museum Studies

The proposed certificate is for graduate students who are either majoring in a traditional museum content discipline such as art history, history, anthropology, American studies, geology, or biology; or students who have completed graduate degrees in these disciplines.

The certificate will combine education in traditional academic subjects together with coursework in museum theory and practices, and practical museum field experience.

Post-Graduate Certificate in Nurse Practitioner in
Primary Care for Rural Populations

The proposed certificate will enhance the ability of the Capstone College of Nursing to recruit additional students who wish to move into advanced practice nursing careers. This certificate will also provide a pipeline of interested and qualified students for the Doctor of Nursing Practice program at UA. General Requirements will be a completed master's degree with a 3.0 minimum GPA; acceptance into the certificate program; and prerequisites. Additionally, the student's transcript and portfolio will be assessed for the following courses or proven expertise: Advanced Health Assessment; Advanced Pharmacology; Advanced Pathophysiology; and Informatics in Healthcare.

Post-Graduate Certificate in Nurse Practitioner in Mental
Health Primary for Rural Populations

The proposed certificate program will recruit prospective students who have already obtained a Master's degree in Nursing, who have expressed the need and desire to complete only specialty courses required to sit for the national board certification. The applicant must have a GPA of 3.0 overall, 3.0 in the last 60 semester hours in a degree program, or 3.0 for a completed graduate degree program. The student's transcript and portfolio will be assessed for the following courses or proven expertise: Advanced Health Assessment; Advanced Pharmacology; Advanced Pathophysiology; and Informatics in Healthcare.

University of North Alabama

Graphic Design Certificate

The Department of Art at the University of North Alabama (UNA) will offer Level 1 and Level 2 Graphic Design Certificates. The successful completion of four (4) courses for a total of twelve (12) credit hours is required for each certificate level. Courses for Level 1 Certification allow students to develop basic design skills in both analog and digitally. Level 2 Certificate requires the successful completion of AR 446: Semiotics in Art. This course exposes students to signs and symbols as they relate to art. Students must also complete two Advanced Digital Media courses, allowing them exposure to the language and techniques in Print Design (2D), Web, Multimedia, and/or video.

Baccalaureate Certificate in Data Science

The certificate requires the successful completion of four courses for a total of 12 credit hours. The courses in the certificate will help to prepare students in programming, large database management, and data mining, which is the application of advanced statistical techniques to find relevant patterns in large data sets. The certificate course content positions students with a set of highly demanded and marketable skills for both internship opportunities and full-time professional careers following graduation.

Certificate in Art History

The Art History certificate consists of four courses for a total of twelve (12) credit hours. The Art History survey courses will provide students with a broad survey of western art from the Paleolithic period to the present day. Class discussions, written assignments, and examinations will test student's knowledge, as well as their ability to apply concepts and terms. The upper level Art History courses have a writing component, and offer students a focused study of a specific area or period of art.

Certificate in Fine Arts

The Department of Art at UNA will offer Level 1 and Level 2 certificates in Fine Arts. The successful completion of four (4) courses for a total of twelve (12) credit hours is required for each certificate. The courses required for Level 1 certification expose students to foundations in 2D studio art, including design, drawing, and painting, as well as one course in Art Appreciation. Level 2 Certification is comprised of one Art History Survey course that introduces students to art in the Western tradition from 1800 to the present; an introduction course to digital photography; a focused study in figure drawing to further their drawing skills, and AR 493: Professional Practices in Art. AR493 is designed to help student artists develop their artist statements; learn about career and educational options; and establish a working knowledge of skills relating to exhibitions, critiques, and curatorial practices.

Certificate in Photography

The Department of Art at UNA will offer Level 1 and Level 2 in Photography. Four (4) courses for a total of twelve (12) credit hours are required for each certification level. Courses for Level 1 certification expose students to foundations in 2D studio art, including design, drawing, introductory level film and digital photography. Courses required for Level 2 Certification allow for further development of film photography skills; a more focused study of studio photography practices; and advanced level development

of skills in a specific photographic area, including
Medium Format Film, Documentary Landscapes,
Narrative, Alternative Processes, and Thematic Portfolio.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

<u>INFORMATION ITEM 23:</u>	<u>Implementation of Distance Education Programs</u>
<u>Staff Presenter:</u>	Ms. Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation:</u>	For information only.
<u>Background:</u>	<p>Commission policy states that academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation.</p> <p>In compliance with the Commission's policy on distance education, the following institutions have reported plans to implement the distance education program listed.</p> <p><u>Auburn University</u> General Education, EdS – 13.0101 (Rescinds Library Media, PhD 13.0101 from June 10, 2016 meeting)</p> <p><u>University of Alabama at Birmingham:</u> Psychology, BS – 42.0101 Criminal Justice, MS – 43.0199 Criminal Justice, MSCJ – 43.0199 Business Administration, MBA – 52.0201 Industrial Distribution, BS – 52.0299 Human Resource Management, BS – 52.1001</p>
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-3-.04. Available upon request.2. Written unpublished documentation provided by the institutions. Available upon request.

INFORMATION ITEM 24: Distribution of 2016-2017 Alabama Student Assistance Program (ASAP) Funds

Staff Presenter: Mrs. Cheryl Newton
Grants Coordinator

Staff Recommendation: For information only.

Background: Due to the elimination of the Federal Leveraging Educational Assistance Partnership (LEAP) Program, the Alabama Student Assistance Program is funded through state appropriations only.

ASAP provides need-based grants to Alabama students to meet their educational costs of attending Alabama postsecondary institutions. Awards range from \$300 to \$5,000 for an academic year.

The ASAP distribution schedule used for the ASAP complies with the procedure outlined in the Alabama Student Assistance Program Regulations and Commission policy approved on August 21, 1987. Following these guidelines, ACHE staff has compiled the 2016-2017 ASAP Distribution Schedule.

Because most institutions in Alabama have converted from the quarter to the semester system, there will be insufficient funds in January to process second term payments – the normal time for making second term payments. For this reason, second term payments cannot be made until July, 2017 – well after the completion of the second semester.

Supporting Documentation:

1. ASAP distribution policy approved by the Commission on August 21, 1987 (available upon request).
2. 2016-2017 Alabama Student Assistance Program Institutional Distribution of State Funds. Attached.

INSTITUTIONS OF HIGHER EDUCATION

