

Alabama Commission on Higher Education
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COMMISSION MEETING

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

June 9, 2017
10:00 a.m.



Alabama Commission on Higher Education

2017 Committee Structure

Executive Committee

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

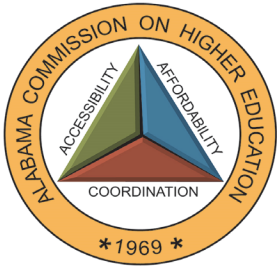
Instructional Affairs Committee

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

Finance Committee

William R. Jones, Jr., Chairman
Charles Buntin
Amy Price
Patricia McGriff
Timothy Gyan





AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

June 9, 2017
10:00 a.m.

I. Call to Order	
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XI. Adjournment



WORK SESSION AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

RSA Union Building, 7th Floor
Sutton Conference Room 732

June 9, 2017
1:30 p.m.

I. Call to Order

II. Roll Call of Members and Determination of Quorum

III. Work Session

- A. Legislation Impacting Higher Education.....Ms. Margaret Gunter
- B. Budget Overview.....Ms. Susan Cagle
- C. Categories of Instructional Items.....Dr. Lenny Lock
- D. Alabama/National Issues for Higher Education.....Dr. Jim Purcell

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

March 10, 2017

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, March 10, 2017 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.

Commissioner Ball said a prayer and asked the audience to recite the Pledge of Allegiance.

II. Roll Call of Members and Determination of Quorum

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

III. Approval of Agenda

RESOLVED: Commissioner Sanders moved to approve the agenda with the amendment of adding Information Item #14. Commissioner Jones seconded. The agenda was approved as amended.

IV. Consideration of Minutes of December 9, 2016

RESOLVED: Commissioner Calametti moved for approval of the December 9, 2016 minutes. Commissioner Sanders seconded. Motion carried. The minutes were approved.

V. Chairman's Report

Commissioner Ball had no report at this time.

VI. Executive Director's Report

Mr. Vick reported that Senator Del Marsh has charged the education community with formulating a comprehensive education plan. The two-year colleges, four-year colleges, and K-12 are asked to develop a plan and have them integrated together into a single document.

ACHE staff met with institutional government relations officers who suggested that ACHE meet with the Provosts and Chief Academic Officers (CAOs). That meeting resulted in the CAOs appointing a subcommittee to review the strategic plans of each university for common features that could be put into a plan.

Presentations of the universities' section of the plan is to be presented to Senator Marsh in late August.

VII. Discussion Items

A. Cash for College Initiative

A power point presentation was given by Ms. Kristina Scott, Executive Director of Alabama Possible. She explained that the Cash for College Initiative makes college more affordable by boosting Free Application for Federal Student Aid (FAFSA) completion through a combination of direct services in the Birmingham City Schools and a statewide FAFSA completion network. Cash for College shares FAFSA completion data with local educators, holds FAFSA workshops, and connects families with tax prep workshops and FAFSA events.

The Commission was asked to consider 1) signing the Student Aid Internet Gateway Agreement to participate in the FAFSA Completion Initiative through the U.S. Department of Education and 2) provide staff to assist in getting the information out to school systems.

Mr. Vick commented that if the Commission committed to this initiative, ACHE would have to setup a mechanism for delivering the reports to the schools, develop individual agreements with the schools guaranteeing the protection of the data, and be audited by the U.S. Department of Education. Thus, the decision was made to present the details of this initiative to the new executive director of ACHE.

Commissioner Ball suggested that this issue be made a decision item at the next Commission meeting in order to allow time for the new executive director to review the matter and make a recommendation to the Commission.

B. Update on the Longitudinal Data System Initiative

A power point presentation was given by Ms. Diane Sherman, Alabama LDS Director for Education. She explained the purpose of the initiative, Alabama's Network of Statewide Workforce and Education-Related Statistics (ANSWERS) and its goals and benefits should enabling legislation be passed (House Bill #87 sponsored by Representative Terri Collins and Allan Baker) (Senate Bill #153 sponsored by Senator Bobby Singleton). Background information was distributed to Commissioners. Copies are attached.

Commissioner Ball serves as an Advisory Board member to ANSWERS.

VIII. Decision Items

A. Report of the Executive Director Search Committee

Commissioner McKinney, Chair, Executive Director Search Committee (Commissioners Frost, Ball, Sanders, and Jones) reported that the search committee recommends that the Commission hire Dr. James Purcell as the new Executive Director.

RESOLVED: Commissioners unanimously accepted the Search Committee's recommendation.

RESOLVED: Commissioner Sanders moved that Commissioners Ball and Mckinney negotiate the terms of the contract for the ACHE Executive Director. Commissioner Buntin seconded. Motion passed.

B. Academic Programs

1. Snead State Community College, Associate in Applied Science and Certificate in Powerplant Technology (CIP 47.0608)

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.

2. Snead State Community College, Associate in Applied Science and Certificate in Airframe Technology (CIP 47.0607)

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 McGriff seconded. Motion carried.

3. Snead State Community College, Certificate in Avionics Technology (CIP 47.0609)

Dr. Lenny Lock 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 Buntin seconded. Motion carried.

4. Lawson State Community College, Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)

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 Price seconded. Motion carried.

5. Auburn University, Bachelor of Science in Agricultural Science (CIP 01.0000)

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 McKinney seconded. Motion carried.

6. Auburn University, Bachelor of Science in Geospatial and Environmental Informatics (CIP 45.0702)

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 Calametti seconded. Motion carried.

7. Calhoun Community College, Associate in Applied Science and Certificate in Automotive Technology (CIP 47.0604)

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 McGriff seconded. Motion carried.

8. Trenholm State Community College, Associate in Applied Science in Respiratory Therapy (CIP 51.0908)

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 McKinney seconded. Motion carried.

9. Jefferson State Community College, Associate in Applied Science in Respiratory Therapy (CIP 51.0908)

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

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

10. Shelton State Community College, Associate in Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

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.

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

1. University of Montevallo, Addition of Concentrations in Allied Health and Strength and Conditioning to the BS in Kinesiology (CIP 31.0501)

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 Jones seconded. Motion carried.

2. Alabama A&M University, Addition of a Concentration in Cybersecurity to the Existing BS in Computer Science (CIP 11.0101)

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

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

3. Auburn University, Alteration of the PharmD in Pharmacy (CIP 51.2001)

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 McKinney seconded. Motion carried.

4. Auburn University, Addition of a Pre-Professional Option to the Existing MS in Biological Sciences - Non-Thesis (CIP 26.0101)

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 Price seconded. Motion carried.

5. L.B. Wallace Community College, Addition of Options in Industrial Systems and Electromechanical to the Existing AAS in Industrial Electronics (CIP 47.0105)

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

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

6. Jacksonville State University, Academic Reorganization

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 Buntin seconded. Motion carried.

D. Request to Amend Post-Implementation Conditions

There were questions and concerns from Commissioners Pylant, McKinney, and Jones regarding why the conditions of the original proposal submitted for these programs were not met.

1. Auburn University at Montgomery, Master of Science in Cybersystems and Information Security (CIP 11.1003)

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

RESOLVED: Jones moved that additional information is needed since there are so many questions regarding the implementation conditions agreed to, and that the program be tabled until the next meeting. McGriff seconded. Motion carried.

2. Auburn University at Montgomery, Master of Science in Homeland Security and Emergency Management (CIP 43.0301)

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

RESOLVED: Jones moved that additional information is needed since there are so many questions regarding the implementation conditions agreed to, and that the program be tabled until the next meeting. McGriff seconded. Motion carried.

3. Auburn University at Montgomery, Master of Science in Information Systems Management (CIP 52.1201)

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

RESOLVED: Jones moved that additional information is needed since there are so many questions regarding the implementation conditions agreed to, and that the program be tabled until the next meeting. McGriff seconded. Motion carried.

IX. Information Items

RESOLVED: Commissioner Jones moved that the Commission accept Information Items 1 through 14. Commissioner Gyan seconded. Motion carried.

1. Auburn University at Montgomery, New Exempt Off-Campus Site: Montgomery Chamber Business Resource Center
2. University of Alabama in Huntsville, Change in the Name of the Department of Physics to the Department of Physics and Astronomy
3. University of Alabama in Huntsville, Merger of the School of Graduate Studies and The Office of International Engagement
4. University of Alabama at Birmingham, Establishment of the Center for Teaching and Learning
7. Jacksonville State University, Change in the Name of the Department of Physical and Earth Sciences to the Department of Chemistry and Geosciences
6. University of Montevallo, Addition of a Foreign Language Certification in Spanish to the Existing Alternative M.Ed. In Secondary Education (CIP 13.1205)
7. Jacksonville State University, New Exempt Off-Campus Site: Brookstone Center Jacksonville, Alabama
8. Snead State Community College, New Exempt Off-Campus Site: Alabama Aviation Center at Albertville, Albertville, Alabama
9. Implementation of Approved Programs
10. Summary of Post Implementation Reports
11. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
12. Changes to the Academic Program Inventory
13. Implementation of Non-Degree Programs at Senior Institutions
14. University of North Alabama, Addition of EdS Programs in Instructional Leadership and Elementary Education

X. Adjournment

The meeting was adjourned at 12:16 p.m. The next meeting of the Commission is scheduled for June 9, 2017.

Charles Ball, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2017.

Tim Vick, Interim Executive Director

Notary Public

DRAFT

DISCUSSION ITEM A: Fifteen-Year Report: Alabama Higher Education Professional Development Projects for K-12 Teachers 2002-2003 through 2016-2017

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

Staff Recommendation: For discussion only.

Since 1985 the Alabama Commission on Higher Education (ACHE) has been administering a federally-funded K-12 professional development program under Title II of the Elementary and Secondary Education Act. Under provisions of the legislation, a small percent of the appropriations awarded to each state was allocated to agencies of higher education for the implementation of an institutional competitive grant program designed to deliver professional development activities for teachers, principals, and para-professionals.

From its enactment in 2001 until its replacement in 2015, the U. S. Department of Education *No Child Left Behind (NCLB) Professional Development Program* continued the largest Federal program of grants to states for the professional development of K-12 teachers. In accord with the legislation, the ACHE objectives under NCLB were to: 1) provide long-term, sustained, high-quality professional development for Alabama K-12 teachers, highly qualified paraprofessionals, and, if appropriate, principals; 2) provide access to these persons statewide in high-need local school districts both public and private; 3) improve teacher knowledge of core academic subjects that increased student performance in content areas; and 4) be aligned with the “Twelve (12) Standards for Effective Professional Development in Alabama” adopted by the Alabama State Board of Education.

This is the fourth in a series of published reports which attest to the success of projects implemented by Alabama’s institutions of higher education for each period of reauthorization of the legislation. It documents the achievements of the Commission’s long-term, sustained professional development objectives; enumerates the diversity of opportunities offered by the institutions; gives visibility to the strength of collaborative partnerships between the public and private sectors; and describes innovative classroom practices. Predecessor publications include:

Four-Year Report: Alabama Higher Education Projects for K-12 Computer Learning, Foreign Languages, Mathematics, and Science – 1985-1989 (Title II: Education for Economic Security Act, PL 98-377).

Six-Year Report: Alabama Higher Education Projects for K-12 Mathematics and Science – 1989-1995 (Title II: Dwight D. Eisenhower Mathematics and Science Education Program, PL 100-297).

Six-Year Report: Alabama Higher Education Professional Development Multi-Year Projects for K-12 Teachers – Fiscal Years: 1995-1996 through 2000-2001 (Title II: Dwight D. Eisenhower Professional Development Program, PL 103-382).

Background:

The Alabama Commission on Higher Education (ACHE) administers the U. S. Department of Education competitive grant partnership program for higher education institutions (Title II of the Elementary and Secondary Education Act of 1965 (ESEA) as amended and enacted in 2001 as part of the *No Child Left Behind Act (Public Law 107-110)*. The Title II program is the largest Federal program that supports professional development activities to improve teaching and learning. Under this program funds are made available to state educational agencies (SEAs), local educational agencies (LEAs), state agencies for higher education (SAHEs), and institutions of higher education (IHEs) to support and help shape state and local professional development activities. The *No Child Left Behind/Title II Program* has a direct relationship to systemic reform and student achievement tied to challenging state content and performance standards.

Supporting Documentation:

Executive Summary: Fifteen-Year Report: Alabama Higher Education Professional Development Projects for K-12 Teachers 2002-2003 through 2016-2017. The complete document is available on the ACHE website through the *No Child Left Behind* link at <http://www.ache.alabama.gov/Content/Departments/NCLB.aspx>

FIFTEEN-YEAR REPORT:
Alabama Higher Education Professional Development
For K-12 Teachers

EXECUTIVE SUMMARY

Since 1985 the Alabama Commission on Higher Education (ACHE) has been administering a federally-funded K-12 professional development program under Title II of the Elementary and Secondary Education Act.¹ Under provisions of the legislation, a small percent of the appropriations awarded to each state was allocated to agencies of higher education for the implementation of an institutional competitive grant program designed to deliver professional development activities for teachers, principals, and para-professionals.

From its enactment in 2001 until its replacement in 2015, the U. S. Department of Education *No Child Left Behind (NCLB) Professional Development Program* continued the largest Federal program of grants to states for the professional development of K-12 teachers. This is the fourth in a series of published reports which attest to the success of the projects implemented by Alabama's institutions of higher education for each period of reauthorization of the legislation. It documents the achievements of the Commission's long-term, sustained professional development objectives; enumerates the diversity of opportunities offered by the institutions; gives visibility to the strength of collaborative partnerships between the public and private sectors; and describes innovative classroom practices. Predecessor publications include:

Four-Year Report: Alabama Higher Education Projects for K-12 Computer Learning, Foreign Languages, Mathematics, and Science – 1985-1989 (Title II: Education for Economic Security Act, PL 98-377).

Six-Year Report: Alabama Higher Education Projects for K-12 Mathematics and Science – 1989-1995 (Title II: Dwight D. Eisenhower Mathematics and Science Education Program, PL 100-297).

Six-Year Report: Alabama Higher Education Professional Development Multi-Year Projects for K-12 Teachers – Fiscal Years: 1995-1996 through 2000-2001 (Title II: Dwight D. Eisenhower Professional Development Program, PL 103-382).

¹ In 1984 Congress enacted legislation amending the 1965 Elementary and Secondary Education Act to include the participation of state higher education agencies (SAHE's) in the delivery of professional development for teachers, a component of Title II.

FUNDING. The 15-year total budgets for these projects exceeded \$31,000,000. Of this amount, \$16,679,776 was provided by federal appropriations to the Commission. An additional \$15, 679,571 was generated by the projects from more than eighty external sources. The table below shows that external support from numerous private businesses, corporations, foundations, and government agencies doubled the amount of the federal appropriations to the projects. Thus, the total amount of support for ACHE NCLB K-12 professional development was twice the amount of the federal appropriation alone.

Fiscal Year	Federal Appropriation	External Funding*	Total Funding
2002-2003	\$ 1,175,367	\$ 1,174,332	\$ 2,349,699
2003-2004	\$ 1,221,222	\$ 823,087	\$ 2,044,309
2004-2005	\$ 1,215,464	\$ 1,200,000	\$ 2,415,464
2005-2006	\$ 1,208,870	\$ 853,689	\$ 2,062,559
2006-2007	\$ 1,199,325	\$ 1,455,388	\$ 2,654,713
2007-2008	\$ 1,193,438	\$ 1,434,588	\$ 2,618,026
2008-2009	\$ 1,221,885	\$ 1,152,812	\$ 2,374,697
2009-2010	\$ 1,232,939	\$ 1,515,673	\$ 2,748,612
2010-2011	\$ 1,208,900	\$ 934,689	\$ 2,143,589
2011-2012	\$ 1,001,673	\$ 853,222	\$ 1,854,895
2012-2013	\$ 1,009,752	\$ 724,863	\$ 1,734,615
2013-2014	\$ 954,951	\$ 589,933	\$ 1,544,884
2014-2015	\$ 953,849	\$ 2,310,326	\$ 3,264,175
2015-2016	\$ 949,571	\$ 656,969	\$ 1,606,540
2016-2017	\$ 935,854	-pending- [‡]	-pending- [‡]
TOTAL	\$ 16,683,060	15,679,571⁺	\$31,416,777⁺

* Rounded estimates reported by projects.

[‡]Not determined at the time of this report.

⁺FY2002-2003 through FY2015-2016; does not include pending FY2016-2017 amount.

OBJECTIVES. The ACHE objectives under NCLB were to: 1) provide long-term, sustained, high-quality professional development for Alabama K-12 teachers, highly qualified paraprofessionals, and, if appropriate, principals; 2) provide access to these persons statewide in high-need local school districts both public and private; 3) improve teacher knowledge of core academic subjects designed to increase student performance in content areas; and 4) align with the “Twelve (12) Standards for Effective Professional Development in Alabama” adopted by the Alabama State Board of Education (2002).

COMPETITIVE GRANT REVIEW. The integrity of the process resided with members of peer review teams who reviewed the applications submitted and ranked the proposals. Those members are listed below, and those who chaired the panels are indicated by “#” with the year(s) of their service.

Alabama State Department of Education

Dr. Katherine Mitchell, Director, Alabama Reading Initiative (ARI), 2002
Dr. Susan Villaume, Visiting Scholar, Alabama Reading Initiative (ARI), 2002
Dr. Mary Spor, Consultant, Alabama Reading Initiative (ARI), 2002
Ms. Cassandra Wheeler, staff, Alabama Reading Initiative (ARI), 2002
Ms. Pam Duke, staff, Alabama Reading Initiative (ARI), 2002
Ms. Katherine Elrod, 2002
Dr. Catherine Moore, Coordinator, Federal Programs, 2003
Dr. Anita T. Buckley-Commander, Director, Classroom Improvement, 2003, 2005
Ms Cyndi Hill Townley, Education Specialist, Federal Programs Section, 2004
Ms. Audrie Bradford, Education Specialist, Federal Programs, 2006-2015
Ms. Shelia V. Patterson, Math Specialist, Alabama Math, Science, Technology Initiative (AMSTI), 2009-2014
Ms. Martha Lockett, Arts Specialist, 2011
Ms. Kristie Taylor, Mathematics Specialist, Alabama Math, Science, Technology Initiative (AMSTI), 2015

Alabama Teachers of the Year

Ms. Cynda Fickert, Auburn Junior High School, 2004 (proposal reviewer also in 2006)
Ms. Margaret Petty, Rainbow Elementary School, Madison, 2005
Ms. Cameron McKinley, Integrated Technology Teacher, Riverchase Elementary School, Hoover, AL, 2006
Mr. Roy Hudson, Theatre Instructor, Shades Valley High School, Birmingham, 2008 (proposal reviewer also in 2009)
Mr. Phil Rodney Wilson, Fine Arts Teacher, Ogletree Elementary School, Auburn, 2010
Dr. Gay F. Barnes, First Grade Teacher, Horizon Elementary School, Madison, 2011
Ms. Suzanne Culbreth, Math Teacher, Spain Park High School, Hoover, 2012
Ms. Tracy Pruitt, Alternate Alabama Teacher of the Year, Elementary Math Teacher, Montana Street Academic Magnet School, Dothan, 2013
Ms. Jennifer Brown, Science Teacher, Vestavia Hills High School, 2015

Other Classroom Teachers and School Administrators

Ms. Martha Chavers, Certified Grant Specialist, Retired Teacher, Dothan, 2002; 2003#; 2004#; 2005#
Dr. Catherine Shields, Science Faculty, Jefferson County International Baccalaureate School, (division of Shades Valley High School), Birmingham, 2010; 2011#; 2012#
Ms. Cale Ebert, Vice President, Alabama Council of Teachers of Mathematics/Baldwin County Board of Education, Loxley, 2003
Ms. Janis Wingate Stewart, Principal, Meadowview Elementary School, Selma, 2003

Ms. Nancy Vawter, Supervisor, Secondary Science & Health, Montgomery Public Schools, 2006#;
2007#
Ms. Christine H. Nassar, Supervisor, Secondary Science, Mobile County Schools, 2008

University Administrators and Faculty

Dr. Ann Jones, Professor, College of Education, University of West Alabama, 2002#
Dr. Larry C. Mullins, Dean, School of Liberal Arts, Auburn University at Montgomery, 2002
Dr. Charlotte Carter, Dean, Division of Arts and Sciences, Stillman College, Tuscaloosa, 2003-
2004
Dr. William Richardson, Dean, College of Arts and Sciences, Troy University – Montgomery,
2003-2004
Dr. John Vickers, Interim Dean, College of Arts and Sciences, Alabama A & M University, 2004
Dr. Janet Warren, Dean, School of Education, Auburn University at Montgomery, 2004
Dr. Vagn K. Hansen, Dean, College of Arts and Sciences, University of North Alabama, 2005-
2006
Dr. Cynthia Harper, Dean, College of Education & Professional Studies, Jacksonville State
University, 2005-2007, 2008#
Dr. Michael A. Cooke, Dean, College of Liberal Arts, University of West Alabama, 2005
Dr. Sandra Lee Jones, Dean (retired), College of Education, Troy University – Dothan, 2005
Dr. Benjamin Benford, Dean, College of Liberal Arts and Education, Tuskegee University, 2005-
2007
Dr. Edward L. Shaw, Jr., Professor, Elementary Science Education, College of Education,
University of South Alabama, 2005- 2007
Dr. Jack Riley, Dean, Graduate Studies, Professor of Curriculum and Instruction, College of
Education, University of Montevallo, 2007-2008, 2014-2015#
Dr. Sandra Enger, Associate Professor of Science Education, University of Alabama in
Huntsville, 2008
Dr. Martha Hocutt, Dean, Julia S. Tutwiler College of Education, University of West Alabama,
2008-2010#; 2013#; 2014#
Dr. William S. Richardson, Interim Dean, College of Arts and Sciences, Troy University, 2009
Dr. Jennifer A. Brown, Dean, School of Education, Auburn University at Montgomery, 2010
Dr. Kevin A. Rollen, Executive Vice President, Alabama A & M University, 2011-2012
Dr. Celia Rudolph, Chair, Department of Teacher Education, Huntingdon College, 2012-2013
Dr. James F. Rinehart, Dean, College of Arts & Sciences, Professor of International Relations,
Troy University, 2013-2014
Dr. Katie Cole Kinney, Associate Professor, Instructional Technology, College of Education and
Human Science, University of North Alabama, 2014
Dr. Michael Burger, Dean, College of Arts & Sciences, Auburn University at Montgomery, 2015

Dr. Reenay R. H. Rogers, Chair, Department of Instructional Leadership & Support/Director,
Assessment and Evaluation, Julia Tutwiler College of Education, University of West
Alabama, 2015

Independent Professional Evaluators

Dr. Gypsy Abbott, Research Scientist – Evaluation and Assessment, Birmingham, 2010

Dr. Richard Littleton, Institutional Evaluator, Chelsea, 2013

PROJECTS. ACHE funded twenty-three (23) projects designed by public and private institutions to offer K-12 teachers statewide access to professional development programs, including those in high-poverty schools. The majority were multi-year projects in keeping with the goal of funding long-term, sustained professional development projects. The principal objectives were to change classroom practice, increase student performance, and foster collaboration among public and private sectors. The projects enrolled participants statewide from Alabama’s public school districts and a number of private schools and systems. In addition, internet web sites for many projects provided access to other teachers, principals, and para-professionals.

IMPACTSEED: Improving Physics and Chemistry Teaching in Secondary Schools 2002-2016 (14 years)

Project Directors: Dr. Nouredine Zetilli; Dr. Nouredine Bekhouche

Jacksonville State University (2002-2009; 2014-2016)

Snead State Community College (2010-2013)

ALAHASP: Hands-on Activity Science

2002-2016 (14 years)

Project Directors: Dr. Joseph Burns; Ms. Joan Dawson; Ms. Beverly Radford;

Ms. Katie Busch; Ms. Kay Garcia

University of Alabama at Birmingham

STAR: Success Through Academic Research Project/Independent Study Program 2002-2016 (14 years)

Project Directors: Dr. John Pottenger; Dr. Andrea Word;

University of Alabama in Huntsville

Comprehensive Discipline Based Arts Education

2002-2016 (14 years)

Project Directors: Ms. Martha Lockett; Dr. Jeanette Fresne

Alabama Institute for Education in the Arts

University of West Alabama (2002-2004)

University of South Alabama (2004-2016)

The University-School Partnership for Secondary Science (Bio-Teach)

2004-2016 (12 years)

Project Directors: Dr. Mary Williams; Dr. J. Michael Wyss; Mr. Kevin Jarrett

University of Alabama at Birmingham

Physical Science in the 21st Century

2007-2016 (9 years)

Project Director: Dr. Dennis Sunal

The University of Alabama

Wiregrass Math and Science Consortium 2002-2008 (6 years)
Wiregrass Math, Science, and Technology Leadership Academy 2010-2016 (7 year)
 Project Directors: Ms. Sandy Armstrong; Dr. Vijaya Gompa; Dr. Shawn Plash;
 Mrs. Diane Porter
Troy University (Dothan)

Teaching the Future: Mastery of Science Through Space Exploration 2002-2008 (6 years)
 Project Director: Dr. John Pottenger
University of Alabama in Huntsville

AMSTI Lead Teacher Enhancement Project (ALSDE) 2011-2016 (5 Years)
 Project Director: Ms. Shelly Hollis
University of North Alabama (2008-2009)

Project Directors: Dr. Debra Baird; Ms. Joyce Waid; Ms. Carrie Lin
Athens State University (2011-2016)

Project Directors: Dr. William Carr; Ms. Tanya Barnes; Dr. Jordan Barkley; Dr. Kelly Ryan; Dr. Eric Lee;
 Ms. Kay Johnson
Jacksonville State University (2009-2015)

Project Directors: Ms. Carol Mueller; Dr. James Miller; Ms. Carolyn Pistorius
University of Alabama in Huntsville (2012-2016)

Project Directors: Ms. Mary Lou Ewald; Ms. Elizabeth Hickman
Auburn University (2014-2016)

Project Director: Mr. Clarence Pettway
Wallace Community College-Selma/Alabama State University (2014-2016)

Project Directors: Ms. Kimberly Dove; Ms. Sherrie Blackmon
Troy University (2015-2016)

Project Director: Dr. André Green
University of South Alabama (2016-2017)

EMCAT: Exploring Mathematical Concepts through Application 2001-2005 (4 years)
 Project Director: Dr. Delisa Dismukes
Jacksonville State University

TIMES: Technological Integrations of Mathematical Environments and Studies 2007-2011 (4 years)
 Project Directors: Dr. Jan Case; Dr. Jordan Barkley; Ms. Sharon Padgett
Jacksonville State University

Extended Communities of Practice: Mastery of Science Education-Leadership 2002-2006 (4 years)
 Project Director: Dr. Deborah-Childs-Bowen
Samford University

Grand Tour:

Project Directors: Dr. Brent H. Halvonik; Mr. Tom Bryant (Alabama Humanities Foundation)
University of Montevallo: Global Pathways of Language 2002-2003 (1 year)

Project Directors: Dr. Peter Howard; Mr. Tom Bryant (Alabama Humanities Foundation)
Troy University: Language through Culture 2003-2005 (2 years)

Critical Thinking/Problem Solving: A Discrete Math Leadership Institute (K-8) 2002-2003 (2 years)
Project Director: Dr. Chris Roger
Auburn University

Strategic Teaching for Improved Performance of Students (TIPS) 2008-2010 (2 years)
Project Director: Dr. Edna Brabham
Auburn University

Composition, Comprehension, and Computation II and III 2006-2008 (2 years)
Project Director: Dr. Marian Parker
Troy University

Revitalizing Civics, Government and Economics Education- Southeast Alabama 2009-2011 (2 years)
Project Director: Dr. Dianne Gossett; Ms. Nadine Scarborough
Troy University

Helping Teachers to Help Students in Mathematics 2002-2004 (2 years)
Project Director: Ms. Mary Jane Turner
Birmingham Southern College

**Utilizing an Inquiry Based Approach to Improve Science/Mathematics
in Greene and Wilcox Counties** 2006-2008 (2 years)
Project Directors: Dr. Mohammed Oazi; Dr. Carlton Morris
Tuskegee University

Alabama Reading Initiative (ALSDE) 2003-2004 (1 year)
Project Directors: Dr. Karen Foster; Dr. Wendell Thompson; Dr. Louanne Jacobs
Alabama A&M University

Project Director: Dr. Edna Brabham
Auburn University

Project Director: Dr. Lynne Mills
Auburn University-Montgomery

Project Director: Dr. Carol Uline
Jacksonville State University

Project Director: Dr. Jane W. Hawk
Troy University

Project Director: *Dr. Maryann Manning*
University of Alabama at Birmingham

Project Director: Dr. Kerry Rhone; Dr. Fieda Kalb
University of Montevallo

Project Director: Dr. Carolyn P. Casteel
University of South Alabama

Improving Teacher Quality: Mastery of Content-Teaching Writing 2003-2004 (1 year)
Project Directors: Dr. Rhonda Bowron; Dr. Susan Oliver
Troy University

Professional Development for Chemistry Teachers 2005-2006 (1 year)
Project Director: Dr. Jacqueline A. Nikles
University of Alabama at Birmingham

CORE (Collaborative Regional Education): Content Knowledge, Professional Development 2014-2015 (1 year)
Project Director: Dr. Alicia Simmons
Jacksonville State University

PARTNERSHIPS.

ACHE/Alabama State Department of Education (ALSDE): During this 15-year period \$2,217,743 was set aside to support projects/initiatives administered by the ALSDE that were of high priority to the state of Alabama: The Alabama Reading Initiative (ARI) in the amount of \$191,378 and the Alabama Mathematics, Science, and Technology Initiative (AMSTI) in the amount of \$2,026,365. All funded projects were aligned with the “Twelve (12) Standards for Effective Professional Development in Alabama” adopted by the Alabama State Board of Education.

Intra-Institutional and Institutional-District: Federal legislation stipulated that all grants awarded to higher education institutions were required to show evidence of participation by “eligible partnerships” including, but not limited to the division of the institution that prepares teachers and principals, a school of arts and sciences, and a high-need local education agency. These intra-institutional and institutional-district partnerships made significant contributions in terms of providing facilities, project staff, in-kind contributions, and indirect cost supplements as well as other services and funding.

Funding Partners: Project Directors were highly successful in generating significant financial support as well as in-kind services to support their respective projects. The following funding partners as reported by the projects were:

Alabama Department of Economic and Community Affairs (ADECA)	Gadsden Center – University of Alabama
Alabama Gives Day	Gulf Coast Exploreum
Alabama Humanities Foundation	Gulf Coast Hanger
Alabama LASER	Higher Ground Roasters
Alabama Power Foundation	Hoover Foundation
Alabama School for the Deaf	John Lockett, Attorney
Alabama Shakespeare Festival	International Paper
Alabama State Council for the Arts	Kathy G & Co.
Alabama State Department of Education	Learning Tree
Alabama Technology in Motion	Leeds Optimist
American Honda Foundation	Legacy, Inc.
Association for Supervision and Curriculum Development	Library of Congress
Athens Bible College	Lowder Family Foundation
Blue Cross-Blue Shield	Math Helper
Birmingham Botanical Gardens	McDowell Environmental Center
Birmingham Public Library	McWane Science Center
Birmingham Museum of Art	Mineral Information Institute
Books-A-Million	Mobile Museum of Art
Bowman Foundation	Montgomery Museum of Fine Art
Buffalo Rock	NASA
Carolina Biological Supply Co.	NASCO Science
Caring Foundation	National Science Foundation
CCV Software	Navy Reserve
Central Alabama Community Foundation	Office Max
Center for Archeological Studies	Pearson Publishing
ChildCraft Educational Foundation of America	Publix Grocery
Chick-Fil-A	Rosen Classroom BooksSERVE, Inc.
Civil Air Patrol	Rutgers University
Concordia College – Selma	St. John’s Episcopal Church
Corwin Press – Sage Publications	Southeast Center for Education in the Arts
	Southern Museum of Flight
	Temple Beth-Or

Cottage Hill Cleaners	Tensor Foundation
Cultural Alliance of Greater Birmingham	The Private Eye®
Daniel Foundation	Tom Snyder Software
Delta Education	Toyota
Domino's Pizza – Gadsden	Tractor and Equipment
Dothan Area Chamber of Commerce	Trader Joe's
Dry Cleaners of Mobile	University of Alabama Press
"Economics America"	Vulcan Park
Educational Foundation of America	Wal-Mart
Engineering is Elementary	"We the People"
Fisher Scientific	Wright Attitudes
	WHIL (Mobile)

PERFORMANCE OUTCOMES. Achieving ACHE objectives resulted in an annual average of more than 1,000 teachers, principals, and paraprofessionals participating in professional development across one hundred thirty-eight (138) school districts, eighty (80) of which were "high need districts". Such activities impacted an estimated 70,000 students each year.

A number of these projects attained national recognition: Alabama Hands-on Activity Science Program (ALAHASP); Alabama Math, Science, and Technology (AMSTI); Comprehensive Arts Education; Improving Physics and Chemistry Teaching in Secondary Education (IMPACTSEED); Physical Science in the 21st Century: Improving Teacher Quality and Mastery of Content (PS-21); Success Through Academic Research (STAR) Project: The Independent Study Scholarship Program; and University-School Partnership for Secondary Science (BIO-Teach).

Major factors contributing to achieving these state goals were the funding stream, the integrity of the peer review process, the partnerships, and most importantly the quality of the Project Directors' leadership in the design, administration and delivery of these projects for teachers in all core subjects in every part of the state.

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DECISION ITEM ACCS-1: Bevill State Community College, Associate in Applied Science in Business CIP 52.0201

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 program will prepare individuals to perform managerial, technical support, and applied research functions related to the operation of commercial and non-profit enterprises and the buying and selling of goods and services. The program will also prepare individuals to plan, organize, direct, and control the functions and processes of a firm or organization.

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

Mode of Delivery: It is expected that 10-20 percent of the coursework will be delivered via distance learning technologies in the form of web and hybrid module course offerings. This will be a new delivery format for technical courses and will provide students increased options in meeting program requirements.

Similar Programs: The following colleges have programs listed at CIP 52.0201 in the Academic Program Inventory: Calhoun Community College, Central Alabama Community College, Chattahoochee Valley Community College, Drake State Community and Technical College, Enterprise State Community College, Coastal Alabama Community College, Lawson State Community College, North East Alabama Community College, Snead State Community College, Wallace State Community College (Hanceville), and Wallace State Community College (Selma).

Collaboration: According to the application, although no formal collaboration has not been sought, BEV collaborated with Gadsden State Community College on the development of the curriculum for the proposed program. Additionally, the following senior institutions will articulate the skills-emphasis credits for the proposed program: University of North Alabama — Bachelor of Interdisciplinary Studies (will accept transfer credits greater than or equal to 30 hours technical coursework from ACCS); University of West Alabama — Bachelor of Science in Technology (will accept transfer credit of 32-42 hours in technical coursework from ACCS); Athens State University will articulate two-years of skills emphasis credit (AAS degree) into the appropriate four-year degree.

Licensure: There is no licensure examination associated with this program.

Resources: No new funds will be needed for the program in the first five years, and a total of \$368,200 will be available through tuition.

Public Review: The program was posted on the Commission website from March 22 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The program will include instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.
2. The proposed program will have short-certificates in Business Essentials, Entrepreneurship, Accounting, and Retail Management.

DECISION ITEM ACCS-1: Bevill State Community College, Associate in Applied Science in Business (CIP 52.0201)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Business.

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 June 9, 2019, 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 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 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.
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 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. Bevill State Community College proposal, dated March 10, 2017. 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 Bevill State Community College

PROGRAM Associate in Applied Science in Business (CIP 52.0201)

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						
EXTRAMURAL						
TUITION	\$35,880	\$68,175	\$78,285	\$86,635	\$99,225	\$368,200
TOTAL	\$35,880	\$68,175	\$78,285	\$86,635	\$99,225	\$368,200

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	15	17	19	21	16
NEW ENROLLMENT HEADCOUNT	8	9	10	11	12	10
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	6	7	8	9	8

Attachment 3

**Bevill State Community College
 Associate in Applied Science in
 Business**

MANAGEMENT AND ENTREPRENEURSHIP – ASSOCIATE IN APPLIED SCIENCE

	<u>Semester Hours</u>
ORI 107, Student Survival Skills	1
General Studies Courses	
ENG 101, English Composition I	3
ENG 102, English Composition II or Humanities/Fine Art	3
SPH 106, Fundamentals of Oral Communication or SPH 107, Fundamentals of Public Speaking	3
MTH 100, Intermediate College Algebra or higher	3
CIS 146, Microcomputer Applications	3
CIS 286, Computerized Management Information Systems	3
ECO 231, Macroeconomics	3
Total General Studies Credits	21
Field of Study Courses	
BUS 263, Legal & Social Environment of Business	3
BUS 279, Small Business Management	3
ECO 232, Microeconomics	3
ETP 266, Entrepreneurial Finance	3
MKT 223, Customer Service	3
BUS/ETP elective	3
Total Field of Study Credits	18
<i>Select one of the following certificates:</i>	24
<i>ACCOUNTING CERTIFICATE (Certification: Intuit Quickbooks Certified User)</i>	
BUS 241, Principles of Accounting I	3
BUS 242, Principles of Accounting II	3
BUS 275, Principles of Management	3
BUS 215, Business Communications	3
OAD 246, Office Graphics and Presentations	3
ACT 246, Microcomputer Accounting	3
ACT 249, Payroll Accounting	3
ACT 253, Individual Income Tax	3
Total Hours	24
-----OF-----	
<i>RETAIL MANAGEMENT CERTIFICATE (Certification: WAFB Retail Management Certificate)</i>	
BUS 189, Human Relationships	3
BUS 241, Principles of Accounting I	3
BUS 275, Principles of Management	3
BUS 215, Business Communications	3
OAD 246, Office Graphics and Presentations	3
BUS 175, Retailing	3
BUS 276, Human Resource Management	3
BUS 285, Principles of Marketing	3
Total Hours	24
TOTAL MGT/ETP AAS HOURS	64

DECISION ITEM ACCS-2: Lurleen B. Wallace Community College, Associate in Applied Science in Diesel and Heavy Equipment Mechanics (CIP 47.0605)

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/Objectives: The Diesel and Heavy Equipment Mechanics program prepares individuals to apply technical knowledge and skills to repair, service, and maintain diesel engines in vehicles such as automobiles, buses, ships, trucks, railroad locomotives, and construction equipment; as well as stationary diesel engines in electrical generators and related equipment.

Program objectives for the proposed Diesel and Heavy Equipment Mechanics will be that:

- Sixty (60) percent of the AAS diesel and heavy equipment mechanics students will secure gainful employment as diesel mechanics within one year of graduation.
- Upon completion of the Diesel and Heavy Equipment Mechanics AAS program, students will be able to understand and apply directions provided by manufacturers.
- Upon completion of the Diesel and Heavy Equipment Mechanics AAS program, students will be able to diagnose and repair problems with diesel engines and transmissions.
- Upon completion of the Diesel and Heavy Equipment Mechanics AAS program, students will be able to perform preventive maintenance and to diagnose and repair common problems with medium and heavy-duty vehicles.
- Students will demonstrate responsibility for self-development by participating in formal and informal professional development endeavors.
- Sixty (60) percent of students in the Diesel and Heavy Equipment AAS program will earn an industry-recognized credential.

Role: The proposed program is within the instructional role for Lurleen B. Wallace Community College (LBW).

Mode of Delivery: Traditional classroom program delivery will be used for all courses within the proposed program.

Similar Programs: LBW is one of eight institutions in the state offering Certificates in Diesel Mechanics. There are no AAS programs listed at CIP 47.0605 in the Academic Program Inventory. The institutions currently offering Certificate programs in Diesel Mechanics are Beville State Community College, Bishop State Community College, Gadsden State Community College, Ingram State Technical College, Lawson State Community College, Shelton State Community College, Trenholm State Community College, and Wallace State Community College (Hanceville).

Collaboration: According to the proposal, Diesel instructors at LBW have collaborated with curriculum specialists at the Alabama Community College System (ACCS) to develop courses for natural gas engines. LBW will be the first community college in the state to offer compressed natural gas engine courses within its plan of study.

Licensure: Licensing will not be required for program graduates.

Resources: A total of \$22,500 in new funds will be needed for the program in the first five years, and a total of \$322,596 will be available through internal reallocation, extramural funds, and tuition. Extramural funds will be granted through the National Science Foundation (NSF) for fall 2017 and spring 2018, along with Career and Technical Education Basic Grant Funds (Perkins).

Public Review: The program was posted on the Commission website from March 22, 2017 until April 11, 2017 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will include a natural gas component that will prepare technicians to perform maintenance of alternative fuel vehicles, and perform conversion of standard vehicles to utilize alternative fuels.
2. LBW's program application provided 2014-2024 employment projections from the Alabama Department of Labor for Bus and Truck Mechanics and Diesel Engine Specialists. The employment projections indicate the average annual openings in Alabama for related jobs is 145 with an annual average salary of \$40,322 a year.

DECISION ITEM ACCS-2: Lurleen B. Wallace Community College, Associate in Applied Science in Diesel and Heavy Equipment Mechanics (CIP 47.0605)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Diesel and Heavy Equipment Mechanics.

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 June 9, 2019, 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 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 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.
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.

Lurleen B. Wallace Community College (LBW) 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 Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Lurleen B. Wallace Community College proposal, dated March 10, 2017. 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 Lurleen B. Wallace Community College

PROGRAM Associate in Applied Science in Diesel and Heavy Equipment Mechanics (CIP 47.0605)

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	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$5,000	\$5,000	\$0	\$0	\$0	\$10,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
TOTAL	\$7,500	\$7,500	\$2,500	\$2,500	\$2,500	\$22,500

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2017-18	2018-19	2019-20	2020-21	2021-22	TOTAL
INTERNAL REALLOCATIONS	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
EXTRAMURAL	\$5,000	\$5,000	\$3,000	\$3,000	\$3,000	\$19,000
TUITION	\$42,624	\$48,600	\$54,720	\$66,528	\$78,624	\$291,096
TOTAL	\$50,124	\$56,100	\$60,220	\$72,028	\$84,124	\$322,596

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	9	10	12	14	11
NEW ENROLLMENT HEADCOUNT	8	9	10	11	11	10
DEGREE COMPLETION PROJECTIONS	0	7	8	8	8	8

Attachment 3

**Lurleen B. Wallace Community College
 Associate in Applied Science in
 Diesel and Heavy Equipment Mechanics**

	Course #	Course Name	Sem. Hours
Semester 1	DEM 111	Equipment Safety/Mechanical Fundamentals	3
	DEM 104	Basic Engines	3
	DEM 105	Preventive Maintenance	3
	DEM 156	CDL License Test Preparation	3
	CIS 146	Microcomputer Applications	3
	ORI 101	Orientation	1
Semester 2	DEM 137	Heating, Air Conditioning, and Refrigeration Systems	3
	DEM 117	Diesel and Gas Tune-up	3
	DEM 135	Heavy Vehicle Steering & Suspension Systems	3
	ENG 101	English Composition	3
		Natural Science/Math Elective	3
Semester 3	DEM 122	Heavy Vehicle Brakes	3
	DEM 123	Pneumatics and Hydraulics	3
	DEM 124	Electronic Engines Systems	3
	MTH 116	Mathematical Applications	3
		Humanities & Fine Arts	3
Semester 4	DEM 126	Advanced Engines	3
	DEM 127	Fuel Systems	3
	DEM 125	Heavy Vehicle Drive Trains	3
	DEM 270	CNG/LPG/LNG Safety	1
	SPH 106	Fundamentals of Oral Communication	3
Semester 5	DEM 130	Electrical/Electronic Fundamentals	3
	DEM 271	CNG/LPG/LNG Ignition Systems	3
	DEM 272	CNG/LPG/LNG Fuel Systems	3
		History, Social, Behavioral Elective	3
		Total Credit Hours	71

DECISION ITEM A&M-1: Alabama A&M University, Addition of a Concentration in in Logistics and Supply Chain Management to the Existing BS in Logistics and Supply Chain Management (CIP 52.0203)

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: Alabama A&M University (AAM) has the BS in Logistics and Supply Chain Management at CIP 52.0203 in the Commission's Academic Program Inventory. AAM has proposed the addition of concentration in Logistics and Supply Chain Management (SCM) to the existing program.

The program with the concentration totals 133 semester hours (sh):

General Education	46 sh
Program Core	27 sh
Concentration	24 sh
Other Coursework*	36 sh
Total	133 sh

*Electives, supporting courses, etc.

The core is as follows: LSM 201 Intro to Logistics & SCM; LSM 305 Purchase/Supply Chain Mgt; LSM 323 Transportation Management; LSM 340 Advanced Logistics & SCM; LSM 390 Experiential Learning Opportunity; LSM 409 International Logistics; LSM 428 Strategic Logistics & SCM; and LSM 3xx-4xx Electives. These courses are 3 semester hours each.

Courses in the concentration are the following: LSM 201 Intro to Logistics & Supply Chain Management; LSM 323 Transportation Management; LSM 335 Configuration and Technology Management; MGT 413 Production Operation Management; LSM 411 Procurement and Contract Management; LSM 427 Quality Management; LSM 428 Strategic Logistics & Supply Chain Management; and LSM 3xx-4xx Elective. These courses are 3 semester hours each.

According to AAM officials, proficiencies in Logistics and Supply Chain Management are currently some of the most highly demanded and needed skills in today's workforce. More specifically, according to the Occupational Outlook Handbook 2016, employment of logisticians is projected to grow by at least 2 percent from 2014 to 2024. Employment growth will be driven by the need for logistics in the transportation of goods in a global economy.

The concentration will be offered on-ground as well as via online delivery. The online learning provides students with increased convenience, flexibility, enrichment, and cost-effective choices. Offering the proposed concentration online will provide current and potential students more options and accessibility.

Budgetary Impact: None. The proposed extension utilizes current courses, taught by current faculty.

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 A&M-2: Alabama A&M University, Addition of a Concentration in Management to the Existing BS in Business Management and Administration (CIP 52.0201)

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: Alabama A&M University (AAM) has the BS in Business Management and Administration at CIP 52.0201 in the Commission's Academic Program Inventory. AAM has proposed the addition of concentration in Management to the existing program.

The program with the concentration totals 133 semester hours (sh):

General Education	46 sh
Program Core	27 sh
Concentration	24 sh
Other Coursework*	36 sh
Total	133 sh

*Electives, supporting courses, etc.

The core is as follows: ACC 219 Managerial Accounting; MGT 332 Org Behavior and Theory; MGT 352 Entrepreneurship; MGT 390 Experiential Learning Opportunity; MGT 397 Management Science; MGT 433 Human Resource Management; MGT 458 International Business; and MGT 3xx-4xx Electives. These courses are 3 semester hours each.

Courses in the concentration are the following: MGT 207 Legal Environment & Ethics; MGT 315 Principles of Management; MGT 332 Org Behavior and Theory; MGT 352 Entrepreneurship and Small Business Mgt; MGT 413 Production/Operations Mgt; MGT 433 Human Resource Management; MGT 458 International Business; and 3xx-4xx Business Elective. These courses are 3 semester hours each.

According to AAM officials, proficiencies in management are currently some of the most highly demanded and needed skills in today's workforce. More specifically, according to the Occupational Outlook Handbook, employment of management occupations is projected to grow 6 percent from 2014 to 2024, about as fast as the average for all occupations, which will result in about 505,400 new jobs. Employment growth will be driven by the formation of new organizations and expansion of existing ones, which will require more workers to manage these operations. The median annual wage for

management occupations was \$100,790 in May 2016, which was the highest wage of all the major occupational groups.

The concentration will be offered on-ground as well as via online delivery. The online learning provides students with increased convenience, flexibility, enrichment, and cost-effective choices.

Budgetary Impact: None. The proposed extension utilizes current courses, taught by current faculty.

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 A&M-3: Alabama A&M University, Addition of Concentrations in Urban Planning and Design and Transportation Management to the Existing BS in Urban and Regional Planning (CIP 04.0301)

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

Staff Recommendation: That the Commission approve the proposed concentrations as reasonable extensions/alterations of an existing program.

Background: Alabama A&M University (AAM) has the BS in Urban and Regional Planning at CIP 04.0301 in the Commission's Academic Program Inventory. AAM has proposed the addition of concentrations in Urban Planning and Design and Transportation Management to the existing program.

The program with either of the concentrations totals 124 semester hours (sh):

General Education	46 sh
Program Core	45 sh
Concentration	21 sh
Other Coursework*	12 sh
Total	124 sh

*Electives, supporting courses, etc.

The core for both concentrations is identical. The core entails 45 semester hours in UPL 101 Intro to Urban Planning (UPL); UPL 103 The Community and You; UPL 201 Small Town Planning; UPL 203 History & Theory of Planning; UPL 216 Planning Research Methods I; UPL 310 Urban Economic Analysis; UPL 316 Planning Research Methods II; UPL 317 Graphic & Site Design Workshop; UPL 327 Land Use Planning; UPL 330 Demographic Analysis; UPL 404 Social Equity in Planning; UPL 407 Legal Basis of Planning; UPL 408 Comprehensive Planning Workshop; UPL 420 Senior Project [CS]; and UPL 429 Professional Practice. These courses are 3 semester hours each.

Urban Planning and Design Concentration:

The rationale for this concentration is that it will enable students to contribute to the design, function, and sustainability of communities. In this concentration, students would visualize scale, density, and the physical dimensions of different built structures and infrastructure requirements, learn how to review site plans, study design philosophies; and learn how community participation can enhance design.

Courses in the Urban Planning and Design concentration are the following: UPL 101 Introduction to Urban Planning; UPL 201 Small Town Planning; UPL 310 Urban Economic Analysis; UPL 317 Graphic and

Site Design Workshop; UPL 327 Land Use Planning II; UPL 404 Social Equity in Planning; and UPL 408 Comprehensive Planning Workshop. These courses are 3 semester hours each.

Transportation Management Concentration:
This concentration would expose students to the administration, logistics, and economics that are related to transportation planning. The concentration will build an interdisciplinary range of skills and perspectives to help foster local and regional accessibility, including understandings of transportation's societal roles, applied technical and evaluation skills, and historical uses and misuses of transportation techniques. Upon completion, students will be able to identify problems within a transportation system and provide solutions for both its correction and improvement.

Courses in the Transportation Management concentration are the following: LSM 201 Intro to Logistics & Supply Chain Management (SCM); LSM 323 Transportation Management; LSM 340 Advanced Logistics & SCM; UPL 216 Planning Research Methods I; UPL 435 Transportation Planning; UPL 438 Transportation Modeling; and UPL 420 Senior Project. These courses are 3 semester hours each.

These two concentrations will be offered on-ground as well as the request entails the opportunity to offer them via online delivery.

Budgetary Impact for either concentration:
None. The proposed extensions entail current courses, taught by current faculty.

Consistent with Commission policy and operational definitions, the concentrations 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 concentrations 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 AU-1: Auburn University, Bachelor of Science in Professional Flight
(CIP 49.0102)

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/Objective: According to the proposal, Auburn University can trace its aviation education roots back more than 80 years. The proposed program is an elevation of a current option in Auburn's existing Bachelor of Science in Business Administration and Management program. The new Professional Flight program will better prepare students to meet the needs of industry and allow them to enter the workforce sooner by earning a Restricted Airline Transport Pilot license (R-ATP) with 1,000 flight hours. Graduates of the Professional Flight program will:

- Possess a broad knowledge of aviation industry issues ranging from airline operations to corporate aviation to airport management.
- Understand the fundamentals of business administration.
- Demonstrate the ability to think critically about aviation issues from a local, regional, national and global perspective.
- Apply aviation management principles to making sound decisions as an effective leader.

Role: The program is not within the instructional role recognized by the Commission for Auburn University (AU). Approval of the Professional Flight program will expand Academic Subdivision Grouping, "Trade and Industrial" to the Baccalaureate degree level.

Mode of Delivery: Delivery methods utilized in the proposed program will include lecture, group discussion, case study, and experiential learning. Learning will take place in the classroom, on the flight line, and in the aircraft. At least 5 percent of the program will be offered through distance modalities.

Similar Programs: There are no programs located at CIP 49.0102 in the Academic Program Inventory.

Collaboration: There are currently no plans to collaborate with other four-year institutions. AU officials are exploring opportunities for graduates of the Alabama Community College System to matriculate to AU and pursue a B.S. in Professional Flight.

Resources: The proposal stated that the program will require \$0 in new funds over the first five years. A total of \$19,878,137 through extramural funds and tuition will be available over that period.

Public Review: The program was posted on the Commission website from March 22 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The geographic proximity of Auburn to aviation facilities will provide students with unique educational and professional development opportunities. Strong working relationships with these organizations enhances student success and opens the doors

of opportunity for cutting-edge research, thus strengthening Auburn's reputation as a leader in aviation education.

2. The Auburn University Board of Trustees granted final approval to build a two-story, 23,000-square-foot Airport Aviation Education Facility at the Auburn University Regional Airport. The building will house classrooms, a flight simulator lab, debriefing rooms, and flight dispatch and departmental spaces. Construction is slated to start summer 2017 and finish in July 2018. Funding for the new facility will be external to the Department's budget by way of private and corporate donations. External funding provided for the new facility will be applied to the proposed program and the following Aviation Management program.

DECISION ITEM AU-1: Auburn University, Bachelor of Science in Professional Flight (CIP 49.0102)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by June 9, 2019, 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 31, 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 26, 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 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. Auburn University program proposal, received March 10, 2017. 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/BS in Professional Flight (CIP 49.0102)

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	\$2,050,000	\$2,255,000	\$2,480,500	\$2,728,550	\$3,001,405	\$12,515,455
TUITION	\$1,092,000	\$1,255,800	\$1,444,170	\$1,660,796	\$1,909,916	\$7,362,682
TOTAL	\$3,142,000	\$3,510,800	\$3,924,670	\$4,389,346	\$4,911,321	\$19,878,137

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	120	140	161	186	214	164
NEW ENROLLMENT HEADCOUNT	60	20	21	25	28	31 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	20	24	28	32	26

Attachment 2

Summary of Background Information

Bachelor of Science in Professional Flight
Auburn University

Role: The program is not within the instructional role recognized by the Commission for Auburn University (AU). Approval of the Professional Flight program will expand Academic Subdivision Grouping, "Trade and Industrial" to the Baccalaureate degree level.

Objectives: According to the proposal, Auburn University can trace its aviation education roots back more than 80 years. The proposed program is an elevation of a current option in Auburn's existing Bachelor of Science in Business Administration and Management program. The new Professional Flight program will better prepare students to meet the needs of industry and allow them to enter the workforce sooner by earning a Restricted Airline Transport Pilot license (R-ATP) with 1,000 flight hours. Graduates of the Professional Flight program will:

- Possess a broad knowledge of aviation industry issues ranging from airline operations to corporate aviation to airport management.
- Understand the fundamentals of business administration.
- Demonstrate the ability to think critically about aviation issues from a local, regional, national and global perspective.
- Apply aviation management principles to making sound decisions as an effective leader.

Administration: The program will be administered by the Department of Aviation, Dr. Constance Relihan, Dean; and the University College, Dr. William Hutto, 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: There is not an accreditation agency for a general agricultural science degree.

Curriculum: Program Completion Requirements:

Credit hours required in major courses	79
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	42
Credit hours required in support courses	0
Credit hours in required or free electives	0
Credit hours for thesis or dissertation	0
Total credit hours required for completion	121

Collaboration: There are currently no plans to collaborate with other four-year institutions. AU officials are exploring opportunities for graduates of the Alabama Community College System to matriculate to AU and pursue a B.S. in Professional Flight.

Distance Education: Delivery methods utilized in the proposed program will include lecture, group discussion, case study, and experiential learning. Learning will take place in the classroom, on the flight line, and in the aircraft. At least 5 percent of the program will be offered through distance modalities.

Admissions: The program will have no special admission requirements.

Need: According to the program proposal, aviation is considered the physical internet that connects local, regional, national, and global economies fueling economic development. With Alabama's exports reaching record levels, the importance of aviation in the state continues to grow. The economic well-being of Alabama citizens is tied to the global economy, and without aviation infrastructure and professionals, Alabama may lose connectivity with the global economy.

Additionally, without the proposed degree program, Alabama students must go out-of-state, which would be very costly to students and a lost opportunity for the state. Aviation has been a key component of the state's economy for many decades as evidenced by the military aviation presence in Alabama, the aviation and aerospace industries in the Huntsville area, the addition of Airbus in Mobile, the GE Aviation engine manufacturing plant in Auburn, and the jet conversion center in Dothan. For Alabama students who wish to fly as a profession, the out-of-state tuition combined with the costs related to flying, would be burdensome and prevent many Alabamians the opportunity to pursue this profession.

Student Demand: According to AU officials, based on the Harbert College of Business enrollment data for fall 2016, there are currently 44 declared Professional Flight Management majors. There were 37 in 2015 and 40 in 2014. These are juniors and seniors. Freshman and sophomores are considered pre-business and thus, they have not yet declared a major.

Faculty/Staff:

Current Primary Faculty—

Full-time: 3

Part-time: 25

Current Support Faculty—

Full-time: 2

Part-time: 4

Additional faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: No new equipment is needed for the program.

Facilities: Auburn University's Board of Trustees has approved the construction of a new Aviation Education Facility that will be built at the Auburn University Regional Airport, which is owned and operated by the university. Funding for the new facility will be external to the Department's budget.

Library: According to the proposal, AU has sufficient library resources for the proposed program.

Program Budget: The proposal stated that the program will require \$0 in new funds over the first five years. A total of \$19,878,137 through extramural funds and tuition will be available over that period.

**Attachment 3
 Auburn University
 Bachelor of Science in Professional Flight**

Freshman Year	
AVMG 1010 Intro to Aviation	3
AVMF 2150 Principles of Private Flight	3
AVMF 2171 Private Pilot Flight Training I	2
MATH 1610/1680 Calculus I or Calculus w/Business App I	4
ENGL 1100 & 1120 English Comp I & II	6
AVMF 2181 Private Pilot Flight Training II	2
SCMH 1010 Concepts of Science	4
ECON 2020 Microeconomics	3
COMM 1000 Public Speaking	3
Sophomore Year	
AVMG 2050 Intro to Unmanned Aircraft Systems	3
AVMF 2230 Principles of Instrument Flight	3
AVMF 2241 Instrument Flight Training I	2
PHIL 1040/1020 Business Ethics or Ethics	3
PHYS 1000 Foundations of Physics	4
HIST 1210 & 1220 Technology and Civilization I & II	6
AVMG 2600 Human Factors in Aviation	3
AVMF 2250 Principles of Commercial Flight	3
AVMF 2251 Instrument Flight Training II	2
Junior Year	
AVMG 3050 Aviation Weather	3
AVMG 3140 Air Transport Industry Development	3
AVMF 2261 Commercial Pilot Flight Training I	2
AVMG 3810 Professional Flight Development in Aviation	1
SUST 2000 Intro to Sustainability	3

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, June 9, 2017

Literature Core	3
AVMG 3600 Aircraft Maintenance Management	3
AVMG 3200 Applied Analysis in Air Transportation	3
AVMG 4190 Airspace Management	3
AVMF 2261 Commercial Pilot Flight Training II	2
AVMF 4271 Multi-Engine Training	2
AVMF 4400 Applied Aerodynamics and Propulsion	3
Senior Year	
AVMG 4060 Commercial Aviation Safety	3
AVMG 5090 Aviation Law and Policy	3
AVMG 4130 Airport Management	3
AVMF 4280 Principles of Flight Instruction	3
AVMG 4281 Flight Instruction Training	3
AVMG 4200 Air Cargo Operations	3
AVMG 4080 Air Transport Planning	3
AVMG 5180 Global Air Transport Management	3
AVMG 4351 Instrument Flight Instructor Training	2
AVMF 4371 Multi-Engine Flight Instructor Training	2
Fine Arts Core	3

Total 121

DECISION ITEM AU-2: Auburn University, Bachelor of Science in Aviation Management (CIP 49.0104)

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/Objective: According to the proposal, Auburn University can trace its aviation education roots back more than 80 years. The proposed program is an elevation of a current option in Auburn's existing Bachelor of Science in Business Administration and Management program. The new Aviation Management program will implement a new aviation core curriculum with a more robust aviation course portfolio that will open new aviation instruction, research, and outreach opportunities. Graduates of the Aviation Management program will:

- Possess a broad knowledge of aviation industry issues ranging from airline operations to corporate aviation to airport management.
- Understand the fundamentals of business administration.
- Demonstrate the ability to think critically about aviation issues from a local, regional, national and global perspective.
- Apply aviation management principles to making sound decisions as an effective leader.

Role: The program is not within the instructional role recognized by the Commission for Auburn University (AU). Approval of the Aviation Management program will expand Academic Subdivision Grouping, "Trade and Industrial" to the Baccalaureate degree level.

Mode of Delivery: Delivery methods utilized in this degree will include lecture, group discussion, case study, and experiential learning. According to the proposal, AU intends to begin offering appropriate core aviation courses via distance technology.

Similar Programs: There are no programs listed at CIP 49.0104 in the Academic Program Inventory.

Collaboration: According to AU officials, there are currently no plans to collaborate with other four-year institutions. AU officials are exploring opportunities for graduates of the Alabama Community College System to matriculate to Auburn University and pursue a B.S. in Aviation Management.

Resources: No new funds will be required for the program over the first five years. A total of \$4,908,424 through tuition will be available over that period.

Public Review: The program was posted on the Commission website from March 22 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The geographic proximity of Auburn to aviation facilities will provide students with unique educational and professional development opportunities. Strong working relationships with these organizations enhances student success and opens the doors of opportunity for cutting-edge research, strengthening Auburn's reputation as a leader in aviation education.
2. The Auburn University Board of Trustees granted final approval to build a two-story, 23,000-square-foot Airport Aviation Education Facility at the Auburn University Regional Airport. The building will house classrooms, a flight simulator lab, debriefing rooms, and flight dispatch and departmental spaces. Construction is slated to start summer 2017 and finish in July 2018. Funding for the new facility will be external to the Department's budget by way of private and corporate donations.

DECISION ITEM AU-2: Auburn University, Bachelor of Science in Aviation Management (CIP 49.0104)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by June 9, 2019, 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 19, 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 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 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. Auburn University program proposal, received March 10, 2017. 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 Science in Aviation Management (CIP 49.0104)

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	\$728,000	\$837,200	\$962,780	\$1,107,197	\$1,273,247	\$4,908,424
TOTAL	\$728,000	\$837,200	\$962,780	\$1,107,197	\$1,273,247	\$4,908,424

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	80	90	104	119	137	106
NEW ENROLLMENT HEADCOUNT	40	10	14	15	18	19 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	10	11	13	15	12

Attachment 2

Summary of Background Information

Bachelor of Science in Aviation Management
Auburn University

Role: The program is not within the instructional role recognized by the Commission for Auburn University (AU). Approval of the Aviation Management program will expand Academic Subdivision Grouping, "Trade and Industrial" to the Baccalaureate degree level.

Objectives: According to the proposal, Auburn University can trace its aviation education roots back more than 80 years. The proposed program is an elevation of a current option in Auburn's existing Bachelor of Science in Business Administration and Management program. The new Aviation Management program will implement a new aviation core curriculum with a more robust aviation course portfolio that will open new aviation instruction, research, and outreach opportunities. Graduates of the Aviation Management program will:

- Possess a broad knowledge of aviation industry issues ranging from airline operations to corporate aviation to airport management.
- Understand the fundamentals of business administration.
- Demonstrate the ability to think critically about aviation issues from a local, regional, national and global perspective.
- Apply aviation management principles to making sound decisions as an effective leader.

Administration: The program will be administered by the Department of Aviation, Dr. Constance Relihan, Dean; and the University College, Dr. William Hutto, 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 proposed Aviation Management program will be accredited by the Aviation Accreditation Board International (AABI), the global leader in aviation accreditation. Auburn University's Aviation Management option within the Bachelor of Science in Business Administration and Management degree has been accredited by AABI for more than a decade.

Curriculum: Program Completion Requirements:

Credit hours required in major courses	52
Credit hours required in minor	15
Credit hours in institutional general education or core curriculum	42
Credit hours required in support courses	0
Credit hours in required or free electives	14
Credit hours for thesis or dissertation	0
Total credit hours required for completion	123

Collaboration: According to AU officials, there are currently no plans to collaborate with other four-year institutions. AU officials are exploring opportunities for graduates of the Alabama Community College System to matriculate to Auburn University and pursue a B.S. in Aviation Management.

Distance Education: At least 5 percent of the program will be offered through distance modalities. Additionally, according to the proposal, AU intends to begin offering appropriate core aviation courses via distance technology.

Admissions: The program will have no special admission requirements.

Need: According to AU, aviation is considered the physical internet that connects local, regional, national, and global economies fueling economic development. With Alabama's exports reaching record levels, the importance of aviation in the state continues to grow. The economic well-being of Alabama citizens is tied to the global economy, and without aviation infrastructure and professionals, Alabama may lose connectivity with the global economy.

Additionally, without the proposed degree program Alabama students must go out-of-state, which would be very costly to students and a lost opportunity for the state. According to the proposal, aviation has been a key component of the state's economy for many decades as evidenced by the military aviation presence in Alabama, the aviation and aerospace industries in the Huntsville area, the addition of Airbus in Mobile, the GE Aviation engine manufacturing plant in Auburn, and the jet conversion center in Dothan. For Alabama students who wish to fly as a profession, the out-of-state tuition combined with the costs related to flying would be burdensome and prevent many Alabamians the opportunity to pursue this profession.

Student Demand: Demand for the Aviation Management program is based on the current enrollment of students in the Aviation Management option within the Bachelor of Science in Business Administration and Management.

Faculty/Staff:

Current Primary Faculty—

Full-time: 2

Part-time: 2

Current Support Faculty—

Full-time: 0

Part-time: 2

Additional faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: No new equipment will be needed for the program.

Facilities: Auburn University's Board of Trustees has approved the construction of a new Aviation Education Facility that will be built at the Auburn University Regional Airport, which is owned and operated by the university. Funding for the new facility will be external to the Department's budget.

Library: According to the proposal, AU has sufficient library resources for the proposed program.

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Program Budget: No new funds will be required for the program over the first five years. A total of \$4,908,424 through tuition will be available over that period

Attachment 3

**Auburn University
 Bachelor of Science in Aviation Management**

Freshman Year	
AVMG 1010 Intro to Aviation	3
MATH 1610/1680 Calculus I or Calculus w/Business App I	4
ENGL 1100 & 1120 English Comp I & II	6
SCMH 1010 Concepts of Science	4
PHYS 1000 Foundations of Physics	4
ECON 2030 Macroeconomics	3
COMM 1000 Public Speaking	3
Fine Arts Core	3
Free Elective	2
Sophomore Year	
AVMG 2050 Intro to Unmanned Aircraft Systems	3
PHIL 1040/1020 Business Ethics or Ethics	3
ECON 2020 Microeconomics	3
HIST 1210 & 1220 Technology and Civilization I & II	6
Free Elective	3
AVMG 2600 Human Factors in Aviation	3
SUST 2000 Intro to Sustainability	3
ACCT 2810 Fundamentals of Accounting	3
Literature Core	3
Junior Year	
AVMG 3050 Aviation Weather	3
AVMG 3140 Air Transport Industry Development	3
FINC 3810 Foundations of Business Finance	3
MNGT 3810 Management Foundations	3
AVMG 3600 Aircraft Maintenance Management	3
AVMG 3200 Applied Analysis in Air Transportation	3
AVMG 3810 Professional Flight Development in Aviation	1

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MKTG 3310 Principles of Marketing	3
Free Elective (x 3)	9
Senior Year	
AVMG 4060 Commercial Aviation Safety	3
AVMG 5090 Aviation Law and Policy	3
AVMG 4130 Airport Management	3
AVMG 4190 Airspace Management	3
AVMG Directed Elective (x 2)	6
AVMG 4200 Air Cargo Operations	3
AVMF 4400 Applied Aerodynamics and Propulsion	3
AVMG 4080 Air Transport Planning	3
AVMG 5180 Global Air Transport Management	3
Total	123 hours

DECISION ITEM AU-3: Auburn University, Master of Science in Architecture (CIP 04.0201)

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 Architecture program with an option in Public Interest Design is a post-professional degree that will be offered to graduates of professional degree programs in architecture. This degree will be based at Auburn University's Rural Studio program, which has 23 years' experience providing architectural education in community-based design at the undergraduate level. All resources of Auburn's main campus will be available/ accessible to the students in the proposed program.

The program will address issues of architectural design and innovation leadership in the realm of public interest and community service, design tectonics, architectural project documentation and dissemination, and will provide students with advanced skill development in architectural practice leadership within a community context. As broadly conceived, the proposed program will serve underserved communities in West Alabama.

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

Mode of Delivery: The program is a design-build program, in which students design and then build community and public interest buildings. Because of the intense hands-on nature of this experience, there are no aspects of the program that could be taught through distance education.

Similar Programs: The only somewhat similar program in the Southern Regional Education Board (SREB) is offered at Clemson University in South Carolina. Clemson's MS.Arch degree has four different areas, one of which is Community Research and Design. However, the Clemson program is research-based, not design- or place-based, and the hands-on design and construction of community buildings is offered only occasionally, not as an exclusive focus (which is the case in Auburn's proposed program).

Other than AU, no Alabama public institutions currently has a program at any level within CIP Code 04.0201.

Collaboration: The program at Auburn University's Rural Studio is kept at a limited scale with a single focus in order to maintain a long-term, consistent, meaningful and productive relationship with community clients and stakeholders. This necessarily limits the possibility for collaboration with other programs and institutions.

Resources: The proposal projected that \$978,614 in new funds will be required for the program over the first five years, and that \$995,785 will be available over the same period through tuition and internal reallocations.

Public Review: The program was posted on the Commission website from March 22, 2017 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Relation to University Mission. The proposed program will train architects in areas of expertise related to public interest design, and is thus consistent with Auburn University's land grant mission, which includes "to provide high-quality graduate and professional programs in areas of need and importance to the state and beyond," and "to maintain the strengths of its traditional outreach programs."
2. The work of Rural Studio has been recognized nationally and internationally by institutions like the Museum of Modern Art, NY; the Victoria and Albert Museum, England; the Venice Biennale, Italy; the American Academy of Arts and Letters, Washington DC; the American Institute of Architects, Washington DC; Design Intelligence (the journal that ranks national design programs); the World Architecture Foundation, Spain; Cite de l'Architecture, France; Zumbotel Award for Architecture, Germany; and the Swedish Assoc. of Architects, as well as numerous institutions in Alabama and the region.
3. Graduates of the proposed program will be prepared to pursue professional opportunities in private practice, the public sector and academia in a number of fields related to architectural practice. In addition to the basic professional skills that they developed through their undergraduate education, graduates will have expertise in several aspects of community service and community-based design, including community engagement, community development, collaborative practice, and design-build practice.
4. Graduates of Auburn's B.Arch program who participate in the Rural Studio program consistently have a 100 percent employment rate, and also have access to much broader geographical and professional opportunities for employment than graduates of traditional architecture programs. The same advantages and opportunities for employment will be available to graduates of the proposed advanced-level, post-professional degree in community-based, public interest architectural design and practice.
5. The existing experience and proven expertise of Rural Studio provide a solid foundation for this program: 23 years in operation with over 200 community-based projects designed and built by Auburn architecture students.
6. According to the Bureau of Labor Statistics, the employment of architects is projected to grow 7 percent from 2014-2024.

DECISION ITEM AU-3: Auburn University, Master of Science in Architecture (CIP 04.0201)

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

Staff Recommendation: That the Commission approve the proposed, Master of Science in Architecture, with an option in Public Interest Design 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 June 9, 2019 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 2019-20 through 2022-23 (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 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 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. Auburn University program proposal, received February 17, 2017. 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 Auburn University

PROGRAM Master of Science in Architecture/ Option in Public Interest Design (CIP 04.0201)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2019-20	2020-21	2021-22	TOTAL
FACULTY	\$81,840	\$83,477	\$85,146	\$86,849	\$88,586	\$425,898
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$30,717	\$31,024	\$41,365	\$62,048	\$72,390	\$237,544
STAFF	\$59,400	\$60,588	\$61,800	\$63,036	\$64,048	\$308,872
OTHER	\$6,300	\$0	\$0	\$0	\$0	\$6,300
TOTAL	\$178,257	\$175,089	\$188,311	\$211,933	\$225,024	\$978,614

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$76,052	\$72,884	\$51,109	\$4,735	\$0	\$204,780
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$102,205	\$102,205	\$137,202	\$207,198	\$242,195	\$791,005
TOTAL	\$178,257	\$175,089	\$188,311	\$211,933	\$242,195	\$995,785

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	6	8	12	14	9
NEW ENROLLMENT HEADCOUNT	6	6	8	12	14	9
DEGREE COMPLETION PROJECTIONS	0	5	5	7	11	7

Attachment 2

Summary of Background Information

Master of Science in Architecture/ with option in Public Interest Design
Auburn University

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

Description and Objectives: General outcomes for MS in Architecture - Upon completion of the degree graduates will be able to:

- 1) Fully integrate the required building systems into a comprehensive architectural design proposal;
- 2) Design and manage the processes of architectural project initiation, project development and project completion;
- 3) Perform a wide range of analytics with regard to building performance and integrate these analytics into architectural design workflow;
- 4) Make informed decisions with regard to the utilization of fabrication technologies, material assemblies and engineered systems in a comprehensive architectural design proposal.

Specific outcomes for the Option in Public Interest Design - Upon completion of the MS.Arch degree with the Option in Public Interest Design graduates will be able to:

- 5) Engage with the community as a leader in the realm of public interest design advocacy; and
- 6) Utilize and apply advanced design methods in the development of public interest building projects.

Assessment: The assessment process for the student learning outcomes is as follows:

Baseline abilities will be established at the graduate level by applicants' portfolios and written surveys. Subsequent assessment methods will be based on criteria that will be evaluated primarily through project development and formal presentation and review by A) faculty, B) external professional practitioners, C) external professional consultants, and D) client and community stakeholders.

Formative assessments will be performed continually and consistently throughout each semester and a summative assessment will be performed at the end of each semester. These evaluations will be based on student learning outcomes, as well as specific program outcomes and criteria for evaluation for each project.

Graduates of the Auburn University's School of Architecture, Planning and Landscape Architecture participate in an exit survey that includes their plans for employment or further study after graduation. The CADC Offices of Communications and Marketing and Development then track the academic and professional careers of graduates.

Administration: The program will be administered by the College of Architecture, Design and Construction (CADC), Dean Dr. Vini Nathan; School of Architecture, Planning and Landscape Architecture, School Head, Dr. Charlene LeBleau (Interim Head).

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. Two voted to approve the proposal and there was one abstention.

Accreditation: The National Architectural Accrediting Board (NAAB) is the agency responsible for the accreditation of professional degree programs that lead to licensure in architecture. Because this is a post-professional program that does not lead to licensure, NAAB accreditation will not be sought.

Curriculum: Program completion requirements are as follows:

Credit hours required in major courses	18
Credit hours required in minor	N/A
Credit hours required in support courses	15
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation	N/A
Total credit hours required for completion	33

Collaboration: The program at Auburn University's Rural Studio is kept on a limited scale with a single focus in order to maintain a long-term, consistent, meaningful and productive relationship with community clients and stakeholders. This necessarily limits the possibility for collaboration with other programs and institutions.

Distance Education: The program is a design-build program, in which students design and then build community and public interest buildings. Because of the intense hands-on nature of this experience, there are no aspects of the program that could be taught through distance education.

Admissions: The special admission requirements are:

- Candidates for admission must hold an accredited professional degree in architecture (Bachelor of Architecture or Master of Architecture).
- Candidates for admission must present a portfolio of design work as part of their application, as well as a statement of interest and three letters of recommendation.

Need: Currently Alabama and Mississippi are the only states in the Southeastern region of the United States that do not offer a graduate-level degree in architecture. This is of particular concern in light of the fact that Alabama has one of the highest poverty rates in the United States (19.3 percent in 2015), and that architecture and community based public interest design have consistently demonstrated the potential to contribute in a meaningful way to the solution of issues related to rural poverty.

Auburn University's Rural Studio program has been widely recognized as a leader in the area of preparing professionals to effectively use architectural design as a catalyst for economic and community development. The proposed MS in Architecture with an Option in Public Interest Design will allow Rural Studio to expand and deepen its positive impact on Alabama's underserved communities.

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	107	107	107	107	107	535
SREB	273	273	273	273	273	1,365
Nation	390	390	390	390	390	1,950

Auburn states that the key points for determining employment opportunities for graduates of this program are based on data related to A) the competitiveness of architects with graduate degrees within the discipline, B) the increase of employment opportunities for architects in general, and C) the increase in number of community design organizations nationwide as an indicator of the growing need for architects with expertise in the area of Public Interest Design.

The purpose of a post-professional degree like the one presented in this proposal is not necessarily to fill an unmet need in the profession, but rather to provide its graduates with a competitive edge within the job market for architects. The professional degree required for licensure in architecture is the Bachelor of Architecture (B.Arch); the Master of Science in Architecture (MS.Arch) provides value-added expertise in a specific area. In addition to having a competitive edge within the job market, architects with graduate degrees can earn up to \$10,000 more per year than architects with an undergraduate degree (Georgetown University, "From Hard Times to Better Times," 2015).

Further, According to the Bureau of Labor Statistics, the employment of architects is projected to grow 7 percent from 2014 – 2024 (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Architects).

Student Demand: A survey of interest in the proposed program was sent to 152 graduates of and current students in the Auburn University Bachelor of Architecture degree. The response rate was 53.25 percent. Of the respondents, 65.85 percent responded that they would definitely be interested in the program, 20.73 percent responded that they might be interested, and 13.41 percent indicated that they would not be interested.

In addition to this survey of Auburn architecture students and graduates, another indicator of interest in the proposed program is that the CADC receives an average of 12 – 15 calls per month from architecture graduates from around the nation and the world who are interested in applying to a post-professional degree in architecture at Auburn University's Rural Studio. If this program is approved, Auburn states that they will be able to provide that opportunity.

Regarding the growth of post-professional architecture programs on a national level, the 2015-2016 and 2016-17 surveys of the Association of Collegiate Schools of Architecture show an increase or level growth in these programs.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 2
 Part-time: 0

Support Faculty—
Full-time: 0
Part-time: 2

Additional Faculty to Be Hired:

Primary Faculty—
Full-time: 1
Part-time: 0

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

Support Staff: No additional support staff will be required.

Fellowships and Assistantships: Fifty percent of enrolled students will receive an assistantship, for a total of 7 when the program reaches a full enrollment of 14.

Equipment: No additional (or special) equipment will be needed to support the proposed program.

Facilities: No additional facilities are needed.

Library: The Library of Architecture, Design, and Construction (LADC) provides strong collections support for the study of architecture and already provides distance reference services and electronic research resources (books, periodicals, and databases) for the undergraduate architecture students studying at Rural Studio. The LADC is therefore well positioned to provide these identical services for students enrolled in the proposed MS in Architecture/Option in Public Design.

Subscriptions to databases relevant to the study of architecture include the following: Art and Architecture Complete, Avery Index to Architectural Periodicals, Bibliography of the History of Art, BuildingGreen Suite, Greenfile, JSTOR, Material ConneXion, Oxford Art Online, RIBA: British Architectural Library Catalogue, and Urban Land Institute Development Case Studies. The Libraries also subscribe to several online databases in fields that intersect with architecture: America History & Life, Ecology Abstracts, Engineering Village, GeoRef, Historical Abstracts, ICONDA, Project Muse, and WorldCat for access to library collections worldwide. E-books related to architecture and relevant disciplines are available through the Ebrary, EBSCOhost and SpringerLink online platforms.

All e-resources are accessible off campus to students, faculty, and staff with university ID authentication. Journal collections (print and electronic) are particularly strong for architecture and related disciplines, with the LADC subscribing to the following architectural periodicals among others: *A+U: Architecture And Urbanism = Kenchiku To Toshi*, *AA Files*, *Abitare*, *Architect*, *Architectural Design: A.D.*, *Architectural Digest*, *Architectural Record*, *Architectural Review*, *Buildings*, *Casabella*, *El Croquis*, *Design Alabama*, *Design Intelligence*, *Domus*, *Form*, *GA Document*, *GA Houses*, *Grey Room*, *Harvard Design Magazine*, *Japan Architect*, *Journal of Green Building*, *Log Architectural Journal*, *Metropolis*, *MD*, *Perspecta*, *Praxis*, *Quaderns D'arquitectura iUrbanisme*, *RIBA Journal*, *Werk*, *Bauen + Wohnen*.

The Library of Architecture, Design, & Construction (LADC), in support of the MS in Architecture/Option in Public Design students' research needs, will provide online access to a broad range of architecture, design and construction-related resources including e-book collections, e-journals, databases, proceedings, reports, and standards. At Rural Studio, undergraduate architecture students have access to AUBIExpress, an electronic delivery service

that sends PDFs of print articles and book chapters owned by the Libraries. Interlibrary Loan (ILL) of materials not owned or subscribed to by Auburn University Libraries are available to all students, faculty, and staff. The LADC Librarian provides onsite tailored research sessions covering scholarly resources relevant to their design-build projects and is also able to Skype with distance students regarding research queries. In the librarian's absence, students are able to access an online research guide with links and descriptions for architecture-related books, databases, journals, online tutorials, and more. In addition to the specialized research assistance provided at a distance by the LADC Librarian via phone and email, general library reference services are available virtually through chat and text.

Program Budget: The proposal projected that \$978,614 in new funds will be required over the program in the first five years, and that \$995,785 will be available over the same period through tuition and internal reallocations.

Attachment 3

Curriculum

Auburn University
 Master of Science in Architecture

Course Number and Title	Number of Credit Hours	* If New Course
FOUNDATION COURSES FOR MS IN ARCHITECTURE		
ARCH 7010 Studio I: Project Initiation	6	*
ARCH 7020 Studio II: Project Development	6	*
ARCH 7030 Studio III: Project Completion	6	*
COURSES SPECIFIC TO OPTION IN PUBLIC INTEREST DESIGN		
ARCH 7110 Seminar in Collaborative Design Methods and Process	3	*
ARCH 7120 Seminar in Design Tectonics	3	*
ARCH 7130 Project Communications	3	*
ARCH 7210 Executive Issues I	3	*
ARCH 7220 Executive Issues II	3	*
TOTAL CREDIT HOURS	33	

The proposed MS in Architecture includes an option in Public Interest Design.

The purpose of the courses specific to the Option in Public Interest Design is to complement and support the core studio courses with specific expertise related to public interest design and community-based architectural practice.

DECISION ITEM AU-4: Auburn University, Establishment of the Department of Aviation Within the University College

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

Staff Recommendation: That the Commission approve the proposed establishment of the Department of Aviation within the University College.

Background: At its February 3, 2017 meeting, Auburn University's Board of Trustees approved the creation of the new department. The University plans to implement this change effective Fall 2017.

The Department will house two baccalaureate degrees, the BS in Aviation Management and the BS in Professional Flight. Future plans for the Department include the creation of additional academic programs, including certificates in Unmanned Aircraft Systems and a graduate degree in aviation. Both the BS in Professional Flight, and the BS in Aviation Management are professional programs with accreditation provided by the Aviation Accreditation Board International (AABI).

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 Auburn University. Available upon request.

DECISION ITEM AUM-1: Tabled Request to Amend Post-Implementation Conditions: Auburn University at Montgomery, Master of Science in Cybersystems and Information Security (CIP 11.1003)

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

Staff Recommendation: That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional two-year review period (2016-17 and 2017-2018) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of 5 graduates, revised from the original condition of 7 graduates.
- 3) In this additional review period, the program will meet a post-implementation condition of 10 new enrollees, revised from the original condition of 9 enrollees.

That the institution will submit, no later than September 1, 2018, a post-implementation report, demonstrating that the program met the post-implementation conditions for graduates and new enrollees for the specified period.

Background: The Master of Science in Cybersystems and Information Security (CIP 11.1003) was approved by the Commission on December 4, 2009. The program was anticipated to begin in August 2010, but was actually implemented in August 2011.

The program did not meet post-implementation conditions for graduates or new enrollees. The conditions were met for employment, and the submission of an overall assessment of the program. The post-implementation report was filed with the Commission on February 7, 2017.

Information from the March 10, 2017 Commission meeting:

AUM states that reasons for not meeting the original numbers include the following:

- AUM began the program with one full-time administrator managing the program and teaching in the program. This individual was to seek external funding in the amount of \$1,000,000 in the five-year period to support the program; there was no success in this matter.
- AUM lacked promotion of the new graduate program, believing it would not be necessary due to a pent-up demand of local area students who would continue their educational experience in the AUM

program along with significant numbers of personnel from Maxwell-Gunter Air Force Base. After lower than expected enrollments were realized, the college invested more resources into the program.

- One full-time faculty member was to be hired to support the program during the entire five-year period and this hire was not made until academic year 2015-2016.
- The program drew upon courses offered by other units: Accounting and Business. There was much difficulty with scheduling classes from other units.
- There were no natural undergraduate feeder programs into the M.S. in Cybersystems and Information Security.

AUM expects to be able to meet the proposed amended conditions and believes they are reasonable amendments to make based on the following:

- The program was initially managed and run through the Informatics Institute; the management was very poor and the program was moved under the management of Mathematics and Computer Science Department two years ago. It should be noted that the Math and Computer Science Department, which began a B.S. in Computer Science in Fall 2014, has enrollment numbers that have far surpassed those projected. Since moving the program under Math and CS, the enrollment numbers and graduation numbers have gone up significantly. AUM expects to have its highest enrollment class and graduation class during academic year 2016-2017.
- The approval of the B.S. in Computer Science beginning Fall 2014 now allows for a natural feeder program for the M.S. program.
- All trends within the department and college indicate that positive numbers will continue. The total enrollment for the program has increased over the last few years, and we believe it can be maintained as well as the graduation numbers.

- Up through Fall 2011, the program was supported by one full-time faculty member, who was also the Director. Since then, four additional faculty members from its new home department have taught in the program, diversifying the experience of graduates, giving them more supportive instruction, and improving AUM's ability to offer courses when needed.
- The required courses from Accounting and Business have been replaced with courses from the Math and Computer Science department and so the scheduling of classes is no longer an issue.
- The University has committed more investment and resources into the promotion of the program.

Additional information supportive of the tabled request for the Commissioners' consideration:

- 1) On April 26, 2017, the ACHE Executive Director and Instruction Staff met with the AUM Chancellor and Provost, at the request of AUM. Chancellor Stockton and Provost and Senior Vice Chancellor Varma reaffirmed AUM's strong commitment to meeting the post-implementation conditions.
- 2) There will be further potential programmatic redesign and the seeking of approval for the development of relevant tracks, which are anticipated to increase enrollments and have a significant impact on the number of completers.
- 3) There are new faculty associated with this program.
- 4) The employment rate condition was met, asserting that while the enrollments and graduates were not met, those students that did graduate were employed beyond the 75 percent requirement.
- 5) A review of the original Commission approved proposal indicated strong Alabama Council of Graduate Dean's peer support for the program's implementation.
- 6) While there are two other master's programs at CIP 11.1003 in Alabama (UAH and UAB), they are not in AUM's region of the State.
- 7) Further review by ACHE Staff since the March 10, 2017 Commission meeting, found no new information contrary to a positive Staff recommendation.

The request is for a timeframe extension to achieve the graduation figure of 5, revised from the original request of 7 graduates, and for a revised average new enrollment figure of 10, rather than the original request of 9.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for Auburn University at Montgomery. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.
4. Master of Science in Cybersystems and Information Security (CIP 11.1003), December 4, 2009 approved proposal. Available upon request.

Summary of Report on Post-Implementation Conditions

Auburn University at Montgomery (2016 Report)

- Program: Master of Science in Cybersystems and Information Security (CIP 11.1003)

Approved by Commission: December 2009

Proposed Implementation Date: August 2010

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2011-12 will be at least 9.
2. That the annual average number of graduates for the Academic Years 2012-13 through 2015-16 (three-year average) will be at least 7.
4. That a follow-up survey will be conducted after the first five years that will show that at least 75 percent of the graduates were successful in acquiring related employment.
5. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Master of Science in Cybersystems and Information Security (CIP 11.1003)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates 2012-13 through 2015-16	Percentage of Graduates Employed in Field
Required	9	7	75%
Reported	7	3	82%

Note: The years for the post-implementation conditions review were moved ahead by one year, since the actual implementation date was one year later than the proposed implementation date.

Condition 1: According to the report, the enrollment count benchmark was not met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: Eighty-two percent of the graduates were successful in acquiring related employment.

Condition 4: An overall assessment of the program was provided. Assessment of the program has occurred on an ongoing basis and has been lead by the department head in collaboration with faculty within the Cyber Systems and Information Security program. A total of four student learning outcomes were developed for the program and, for each outcome, over 75 percent of the students achieved the goals set forth within each outcome as measured by varying rubrics and assessment devices.

DECISION ITEM AUM-2: Tabled Request to Amend Post-Implementation Conditions: Auburn University at Montgomery, Master of Science in Homeland Security and Emergency Management (CIP 43.0301)

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

Staff Recommendation: That the Commission approve the March 10, 2017 tabled request to amend post-implementation conditions, as follows:

- 1) That an additional two-year review period (2017-18 and 2018-2019) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of 5 graduates, revised from the original condition of 10 graduates.

That the institution will submit, no later than February 1, 2019, a post-implementation report, demonstrating that the program met the post-implementation condition for graduates for the specified period.

Background: The Master of Science in Homeland Security and Emergency Management (CIP 43.0301) was approved by the Commission on December 9, 2011.

The program did not meet the post-implementation condition for graduates. The conditions were met for enrollments, employment, and the submission of an overall assessment of the program. The post-implementation report was filed with the Commission on February 7, 2017.

Information from the March 10, 2017 Commission meeting: The request stated that the main reason for not meeting the graduation projection is that the numbers were inadvertently estimated to be high. Subsequent review indicated the projection to be unrealistic, particularly in light of the anticipated enrollments. Based on recent graduation numbers and anticipated numbers for the current term, AUM asserts the proposed revised numbers are reasonable and achievable.

Additional information supportive of the tabled request for the Commissioners' consideration:

- 1) On April 26, 2017, the ACHE Executive Director and Instruction Staff met with the AUM Chancellor and Provost, at the request of AUM. Chancellor Stockton and Provost and Senior Vice Chancellor Varma reaffirmed AUM's strong commitment to meeting the post-implementation conditions.

- 2) Further marketing efforts are planned including further considerations for uniformed individuals and the provision of scholarships.
- 3) AUM is the only master's level program in the state at CIP 43.0301.
- 4) The employment rate condition was met, asserting that while the graduation condition was not met, those students that did graduate were employed beyond the 75 percent requirement.
- 5) A review of the original Commission approved proposal indicated strong Alabama Council of Graduate Dean's peer support for the program's implementation.
- 6) Further review by ACHE Staff since the March 10, 2017 Commission meeting, found no new information contrary to a positive Staff recommendation.

The request is for a timeframe extension to achieve the graduation figure of 5, revised from the original request of 10 graduates. The specific semesters to be evaluated are Spring 2017-Fall 2017 and Spring 2018-Fall 2018.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for Auburn University at Montgomery. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.
4. Master of Science in Homeland Security and Emergency Management (CIP 43.0301), December 9, 2011 approved proposal. Available upon request.

Summary of Report on Post-Implementation Conditions

Auburn University at Montgomery (2017 Report)

- Program: Master of Science in Homeland Security and Emergency Management (CIP 43.0301)

Approved by Commission: December 2011

Proposed Implementation Date: January 2012

Actual Implementation Date: January 2012

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2012-13 For the first five years will be at least 10.
2. That the annual average number of graduates for the Academic Years 2013-14 through 2016-17 (four-year average) will be at least 10.
3. That a follow-up survey will be conducted after the first five years that will show that 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.

Master of Science in Homeland Security and Emergency Management (CIP 43.0301)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates 2013-14 through 2016-17	Percentage of Graduates Employed in Field
Required	10	10	75%
Reported	16	8	81%

Condition 1: According to the report, the enrollment count benchmark was met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: Eighty-one percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. Assessment of the program has occurred on an ongoing basis and has been led by the department head in collaboration with faculty within the Homeland Security and Emergency Management program. A total of nine student learning outcomes were developed for the program and, for each outcome, over 85 percent of the students achieved the goals set forth within each outcome as measured by varying rubrics and assessment devices.

DECISION ITEM AUM-3: Tabled Request to Amend Post-Implementation Conditions: Auburn University at Montgomery, Master of Science in Information Systems Management (CIP 52.1201)

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

Staff Recommendation: That the Commission approve the request to amend post-implementation conditions, as follows:

- 1) That an additional two-year review period (2017-18 and 2018-2019) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of 5 graduates, revised from the original condition of 7 graduates.
- 3) In this additional review period, the program will meet a post-implementation condition of an average of 8 new enrollees, revised from the original condition of 12 enrollees.

That the institution will submit, no later than February 1, 2019, a post-implementation report, demonstrating that the program met the post-implementation conditions for graduates and new enrollees for the specified period.

Background: The Master of Science in Master of Science in Information Systems Management (CIP 52.1201) was approved by the Commission on September 9, 2011.

The program did not meet post-implementation conditions for graduates or new enrollees. The conditions were met for employment, and the submission of an overall assessment of the program. The post-implementation report was filed with the Commission on February 7, 2017.

Information from the March 10, 2017 Commission meeting:

AUM states that reasons for not meeting the original numbers include the following:

- Initially AUM lacked differentiation between undergraduate and graduate IS programs with many graduate courses offered being crossed-listed with undergraduate courses. This issue was primarily due to staffing issues.
- AUM lacked promotion of the new graduate program, believing it would not be necessary due to a pent-up demand of current IS students who would continue their educational experience. After lower than expected enrollments were realized, AUM invested more resources in promotion of the MS ISM program.

- Lastly, a number of students have failed to continue in the program due to some of the issues raised above; including the scheduling of courses, duplication of topics/courses taken in the undergraduate program, and the rising costs of higher education. All these had a negative effect on the graduation rate.

AUM expects to be able to meet the proposed amended conditions and believes they are reasonable amendments to make based on the following:

- All trends within the department and college indicate that positive numbers will continue. The total enrollment for the program has increased over the last few years, and AUM believes it can be maintained, as well as the graduation numbers.
- The total number of full-time IS faculty have increased from six in January 2012, to a total of 10 current full-time IS faculty members (Fall 2016).
- With input from the IS Advisory Board, the faculty have revised the graduate curriculum to add flexibility and to include zero cross-listed courses.
- AUM has committed more investment and resources into the promotion of MS ISM program.

Additional information supportive of the tabled request for the Commissioners' consideration:

- 1) On April 26, 2017, the ACHE Executive Director and Instruction Staff met with the AUM Chancellor and Provost, at the request of AUM. Chancellor Stockton and Provost and Senior Vice Chancellor Varma reaffirmed AUM's strong commitment to meeting the post- implementation conditions.
- 2) Monies have been reallocated in further support of the program.
- 3) There are anticipated over 40 completers this year in the related bachelors degree; thereby indicating a significant enrollment and subsequent completers pipeline for this master's degree program.

- 4) A change in the name of the program to be more consistent with the discipline will be sought, which will assist with program recruitment.
- 5) The employment rate condition was met, asserting that while the enrollments and graduates were not met, those students that did graduate were employed beyond the 75 percent requirement.
- 6) A review of the original Commission approved proposal indicated strong Alabama Council of Graduate Dean's peer support for the program's implementation.
- 7) While there are two other master's programs at CIP 52.1201 in Alabama (UAH and UAB), they are not in AUM's region of the State.
- 8) Further review by ACHE Staff since the March 10, 2017 Commission meeting, found no new information contrary to a positive Staff recommendation.

The request is for a timeframe extension to achieve the graduation figure of 5, revised from the original request of 7 graduates, and for a revised average new enrollment figure of 8, rather than the original request of 12. The specific semesters to be evaluated are Spring 2017-Fall 2017 and Spring 2018-Fall 2018.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for Auburn University at Montgomery. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.
4. Master of Science in Information Systems Management (CIP 52.1201), September 9, 2011 approved proposal. Available upon request.

Summary of Report on Post-Implementation Conditions

Auburn University at Montgomery (2017 Report)

- Program: Master of Science in Information Systems Management (CIP 52.1201)

Approved by Commission: September 2011

Proposed Implementation Date: January 2012

Actual Implementation Date: January 2012

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years beginning in 2012-13 will be at least 12.
2. That the annual average number of graduates for the Academic Years 2013-14 through 2016-17 (four-year average) will be at least 7.
3. That a follow-up survey will be conducted after the first five years that will show that 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.

Master of Science in Information Systems Management (CIP 52.1201)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates 2013-14 through 2016-17	Percentage of Graduates Employed in Field
Required	12	7	75%
Reported	10	6	79%

Condition 1: According to the report, the enrollment count benchmark was not met.

Condition 2: The program did not meet the graduation post-implementation requirement.

Condition 3: Seventy-nine percent of the graduates were successful in acquiring related employment.

Condition 4: Overall assessment of the program was provided and sufficient. Assessment of the program has occurred on an ongoing basis and has been lead by the department head in collaboration with faculty within the Information Systems department. A total of four student learning outcomes were developed for the program and, for each outcome, over 90 percent of the students achieved the goals set forth within each outcome as measured by varying rubrics and assessment devices.

DECISION ITEM JSU-1: Jacksonville State University, Bachelor of Science in Forensic Investigation (CIP 43.0111)

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 new degree will expand a successful existing concentration from its Bachelor of Science in Criminal Justice into a full Bachelor of Science with two tracks, Track One: Criminal Investigations, which will prepare the student who plans to work as a criminal investigator/detective in a law enforcement agency, and Track Two: Forensic Laboratory/Technician, which will prepare the student who plans to work as a forensic scientist, lab assistant, or forensic technician in a civilian crime scene unit within a law enforcement agency. This new degree will allow stronger and more in-depth preparation of students for careers that benefit the State of Alabama's efforts to investigate crime and bring justice to its citizens.

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

Mode of Delivery: According to the proposal, The 42-hour major will consist of a 15 hour pre-Forensic Investigation core, plus 27 hours of Forensic courses. At present, 24 hours are already available online, so at least 57 percent of the program will be available online from the outset of the degree.

Similar Programs: According to the ACHE website, the only program in the State with the same CIP code is a Bachelor of Science in Forensic Biology at Alabama State University. It is important to note that the Jacksonville State University proposal is for a Bachelor's degree in Forensic Investigation, not for a Bachelor's degree in Forensic Science, as is the Alabama State University program.

Collaboration: Since the program as designed is unique, and since Jacksonville State University already has the faculty expertise needed to deliver the program, the University does not plan to collaborate in the delivery of the program. Nevertheless, Jacksonville State University has begun working with several community colleges in our region in the development of Pathway programs for seamless transition from community college to Jacksonville State University.

Resources: The proposal projected that a total of \$120,188 in estimated new funds will be required to support the proposed program. A total of \$853,935 will be available through tuition.

Public Review: The program was posted on the Commission website from May 4 through May 23 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. This proposed program will provide a more focused course matriculation in the specialized field, increasing Jacksonville State University graduates' employability.
2. The uniqueness of the program is an important consideration; despite demand for training forensic investigators, there is not a bachelor's degree program of this kind in the State or the adjoining states to Northeast Alabama.

3. There is very strong support from several (six) local law enforcement agencies accompanying the proposal for the program (refer to attachments 4 and 5, for two examples).
4. Jacksonville State University's Department of Criminal Justice's particular strengths in the field of Forensic Investigation include the following: a. Faculty with 83 years of criminal investigative experience, over 60 years' experience teaching at the higher education level in the field, and +/- 20 years teaching basic and advanced courses for the Northeast Alabama Police Academy; b. The Center for Applied Forensics within the department serving as a regional training center for forensic investigation training; and c. A strong natural science department that will continue to educate JSU students in both tracks of the degree program.

DECISION ITEM JSU-1: Jacksonville State University, Bachelor of Science in Forensic Investigation (CIP 43.0111)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Forensic Investigation 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 June 9, 2019 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 30, 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 10, 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.

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 Chief of Police, Anniston Police Department, Shane Denham to Alabama Commission On Higher Education, February 22, 2017.
5. Letter from Sheriff, Calhoun County, Matthew Wade to Alabama Commission On Higher Education, March 6, 2017.
6. Jacksonville State University program proposal, dated March 31, 2017. 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.

Attachment 1

INSTITUTION Jacksonville State University

PROGRAM Bachelor of Science in Forensic Investigation (CIP 43.0111)

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	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
STAFF	\$0	\$0	\$0	\$43,416	\$44,284	\$87,700
OTHER	\$0	\$0	\$0	\$8,744	\$8,744	\$17,488
TOTAL	\$3,000	\$3,000	\$3,000	\$55,160	\$56,028	\$120,188

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	\$77,160	\$107,751	\$151,320	\$222,699	\$295,005	\$853,935
TOTAL	\$77,160	\$107,751	\$151,320	\$222,699	\$295,005	\$853,935

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	30	43	60	87	115	67
NEW ENROLLMENT HEADCOUNT	30	30	30	30	30	30
DEGREE COMPLETION PROJECTIONS	0	0	6	12	12	10

Attachment 2

Summary of Background Information

Bachelor of Science in Forensic Investigation
Jacksonville State University

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

Objectives: Each of the two Bachelors of Science in Forensic Investigation tracks will have specifically tailored student learning outcomes.

Upon successful completion of the Bachelor of Science in Forensic Investigation, Track One: Criminal Investigations, with a minor in any of the options available for Track One: 1. Physical Science, 2. Computer Science, 3. Accounting, 4. Emergency Management, 5. Homeland Security, or 6. Spanish, graduates shall:

- Have an understanding of the different crimes within the State of Alabama Criminal Code and what elements are needed for specific types of crime.
- Be proficient in their ability to properly manage crime scenes from petty theft to varying death scenes.
- Possess the knowledge needed to properly collect and store any type of evidence at a crime scene from trace evidence to DNA.
- Be knowledgeable in how to sketch, document, and reconstruct crime scenes of varying types.
- Be able to write Incident/Offense Reports properly.
- Be proficient in their ability to properly conduct interviews of witnesses and victims as well as be able to properly conduct suspect interrogations.
- Possess the knowledge needed to work a criminal case from its inception through the courtroom proceedings.

Upon successful completion of the Bachelor of Science in Forensic Investigation Track Two: Forensic Laboratory/Technician, with a minor or second major in a natural science, graduates shall:

- Possess the knowledge needed to assist law enforcement at crime scenes by being able to properly collect any type of evidence at a crime scene from trace evidence to DNA.
- Understand how to properly store collected evidence based upon the national guidelines set forth for specific types of evidence.
- Be knowledgeable in how to sketch and document crime scenes of varying types.
- Have a working knowledge of how crime laboratories operate and what each machine's function is in analyzing evidence.
- Be proficient in their ability to properly conduct laboratory screenings and tests on varying types of evidence.
- Be able to write Laboratory Reports properly based on their findings.
- Identify the proper procedures for introducing evidence and testifying in court.

Administration: The program will be administered by Dr. Maureen Newton, Dean, School of School of Human Services and Social Sciences; and Dr. Richards Davis, Chair, Department of Criminal Justice.

Accreditation: According to the proposal, presently, there is no accreditation body for this interdisciplinary field.

Curriculum: Program Completion Requirements

Credit hours required in major: 42 semester hours (sh)

Credit hours required in minor: 18-24 sh

Credit hours in institutional general education or core curriculum: 47 sh

Credit hours in required or free electives: 7-13 sh

Total credit hours required for completion: 120 sh

Assessment: The Department of Criminal Justice currently uses a Major Field Test to assess learning outcomes for our graduating seniors. There is not an equivalent test for Forensic Investigations, but JSU is developing an in-house Major Field Test appropriate to Forensic Investigation majors. JSU anticipates that the Major Field Test will include a common section covering student learning outcomes from the pre-forensic core classes, plus track-specific questions.

Questions in Track One: Criminal Investigations will include the following topics:

- Types of crimes in the Alabama Criminal Code
- Management of crime scenes
- Collection of evidence
- Crime scene sketching, documenting, and reconstruction
- Preparation of incident reports
- Conducting interviews
- Working the criminal case

Questions in Track Two: Forensic Laboratory/Technician

- Collection of evidence
- Storage of evidence
- Crime scene sketching, documenting and reconstruction
- Crime scene laboratories and equipment
- Lab screening and testing of evidence
- Preparation of lab reports
- Court procedures

JSU plans to discuss with students while they are in the program the importance of maintaining contact with the Department of Criminal Justice, explaining that Jacksonville State University seeks their feedback post degree to help improve the program and to assist Jacksonville State University in required reporting to ACHE on their graduates' employment and future graduate work. JSU believes that helping their students understand the importance of keeping the institution aware of their successes and challenges post-degree will make them more likely to provide good contact information, to keep in touch, and to respond to JSU's requests for survey completion. JSU asserts that this pattern of information collection will further facilitate evaluation and program improvement.

The proposal states that historically, Jacksonville State University's Criminal Justice Department has maintained close ties with many of its graduates, with many active alumni. JSU believes graduates of the proposed new degree will follow this tradition.

JSU will collect student contact information in the Capstone class, with a request for updates as information changes. Graduates will be surveyed on a periodic basis to determine employment and/or post graduate degree status after the program produces its first graduates. The Department of Criminal Justice will use the existing university alumni surveys and publications, plus a new survey tailored to the degree.

JSU plans to reach out to graduates through email and social media to track their employment and/or post-graduate degree status.

Collaboration: Since the program as designed is unique, and since Jacksonville State University already has the faculty expertise needed to deliver the program, the University does not plan to collaborate in the delivery of the program. Nevertheless, Jacksonville State University has begun working with several community colleges in our region in the development of Pathway programs for seamless transition from community college to Jacksonville State University.

Distance Education: According to the proposal, The 42-hour major will consist of a 15 hour pre-Forensic Investigation core, plus 27 hours of Forensic courses. At present, 24 hours are already available online, so at least 57 percent of the program will be available online from the outset of the degree.

Admissions: Students interested in majoring in Forensic Investigation will initially declare their major as Criminal Justice and will be advised to complete the pre-Forensic Investigation core which will consist of five classes (15 hours). Upon completion of the pre-Forensic Investigation core with a minimum of a 2.5 GPA overall and in their major respectfully, they will be eligible to major in Forensic Investigation. Eligible students will then change their major to Forensic Investigation and choose to enter into either Track One: Criminal Investigations or Track Two: Forensic Laboratory/Technician.

Need: Based on the 2014 results of the Uniform Crime Reporting produced by the Federal Bureau of Investigation for the four largest cities in the State of Alabama, it is evident that these cities, as well as Alabama's smaller cities and communities, need investigators to process crime scenes to bring justice to Alabama's citizens. A snapshot of the numbers from this report shows the following numbers of crimes:

Birmingham	17,298 crimes
Huntsville	10,628 crimes
Mobile	13,091 crimes
Montgomery	10,071 crimes

Additionally, in 2015, the Alabama Department of Forensic Sciences had a backlog of 36,000 drug cases, which is only a portion of their case responsibilities for the State. The backlog denies citizens of the State justice.

The proposal states that the State of Alabama needs more well-prepared criminal investigators, forensic technicians, and forensic laboratory analysts.

The Bachelor of Science in Forensic Investigation will help meet Alabama's need for better prepared forensic investigators by allowing Jacksonville State University to provide a rigorous, expanded curriculum that will educate the type of forensic investigators needed by the State, region, and nation. Since the advent of DNA analysis in forensic investigation in the mid 1990's, the field of forensic investigations has become increasingly essential and increasing more visible. The criminal justice and court systems now rely heavily on forensic investigation, and the resulting media coverage of actual investigations and trials, combined with popular television shows and movies, has raised awareness and interest in the field.

Jacksonville State University has seen the impact in increasing enrollment in our existing concentration. JSU's goal is to offer a degree that stands on its own merit. Instead of having a degree in Criminal Justice and a concentration in Forensic Investigations, we propose a degree that will establish a graduate's merits and knowledge in the degree title itself. The standalone degree will also provide students a more defined collegiate experience by allowing them to focus more on the subject matter that they are most interested in and that is more applicable to their career goals.

Further, Jacksonville State University has already established itself as a leading institution in forensic investigation, having offered the concentration in Forensic Investigations within its

Bachelor of Science in Criminal Justice for over 30 years and the University has further separated itself from other institutions when it created the Center for Applied Forensics (CFAF). Therefore, it is logical for Jacksonville State University to also be the first university in the state to offer a standalone Bachelor of Science degree in Forensic Investigation. The proposed program is not duplicative of any other Bachelor of Science program in the State of Alabama. This is a unique program responding to a critical need of the evolving specialized area of criminal investigations in the field of law enforcement and criminal justice. Additionally, it is important to note that Jacksonville State University's proposal is for a Bachelor's degree in Forensic Investigation, not for a Bachelor's degree in Forensic Science.

Lastly, Jacksonville State University historically recruits a significant number of students from Georgia and Tennessee and beyond and JSU's research shows that there are not any Universities in either of those states that offer a Bachelor's degree in Forensic Investigation.

Student Demand: The growing interest of both the American public and the professionals within the field of criminal justice evidences that the area is worthy of an expansion of this nature. Jacksonville State University has seen increasing demand for continuing education in crime scene processing at the Center for Applied Forensics, indicating that police departments need more people trained in these areas.

Additionally, the new degree program is an expansion of the already thriving Forensic Investigations concentration that has had a large student body since its inception in the mid-1980s, enrolling over 50 percent of all declared majors pursuing the Bachelor of Science in Criminal Justice. In the 2016-2017 academic year, JSU had 147 students enrolled in the Forensic Investigations concentration within the Criminal Justice major, as reflected in the table below. For spring 2017, the number of majors declaring the Forensic Investigations concentration increased to 178. JSU anticipates that many of the students at the junior level and below will choose to transition from the concentration to the Bachelor of Science in Forensic Investigation.

Faculty:

Current Primary Faculty—

Full-time: 3

Part-time: 0

Support Faculty—

Full-time: 2

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1*

Part-time:

Support Faculty—

Full-time: 0

Part-time: 0

* Jacksonville State University is in the process of hiring an additional faculty member with specialization in forensics. This faculty member will hold the Master of Science in Forensic Science, the terminal degree for the field. Due to the recent retirement of a Criminal Justice faculty member, no additional funding is needed, since the hire is covered through an existing faculty line in the departmental budget. With the addition of this new faculty member, the Department will have enough faculty to cover existing programs as well as this new program.

Support Faculty: No new support faculty will need to be hired for the proposed program.

Equipment: Cameras will need to be purchased to for student use, as well as basic forensic equipment such as fingerprint powder, bio-foam for shoe prints, and synthetic blood. The estimated costs for the cameras will be \$10,000 over five years as the program grows. The cost of the consumables is estimated at \$1,000 a year.

Facilities: No new facilities are needed for the proposed program.

Library: There are sufficient library resources for the proposed program. For example, there are the following NAAL Library Book Collections: Forensic Sciences: 122; Forensic Investigations: 457; and Investigations: 72.

Program Budget: The proposal projected that a total of \$120,188 in estimated new funds will be required to support the proposed program. A total of \$853,935 will be available through tuition.

Attachment 3

Curriculum

Jacksonville State University
 BS in Forensic Investigation

Course Number and Title	Number of Credit Hours	* If New Course
<u>PRE-FORENSIC INVESTIGATION CORE:</u>	<u>15 HRS.TOTAL</u>	
1. CJ 101: Introduction to Criminal Justice	3 hrs.	
2. CJ 201: Criminal Law	3 hrs.	
3. CJ 202: Introduction to Law Enforcement	3 hrs.	
4. FI 204: Introduction to Forensic Investigation	3 hrs.	
5. CJ 225: Criminal Courts	3 hrs.	
<u>TRACK ONE (CRIMINAL INVESTIGATIONS):</u>	<u>27 HRS.TOTAL</u>	
1. FI 310: Criminalistics	3 hrs.	
2. FI 320: Criminal Investigations	3 hrs.	*
3. FI 330: Forensic Documentation	3 hrs.	
4. FI 340: Homicide Investigations	3 hrs.	
5. FI 350: Crime Scene Processing	3 hrs.	
6. FI 410: Imprint and Impression Evidence	3 hrs.	*
FI 300+ Elective	3 hrs.	
FI 300+ Elective	3 hrs.	
FI 494-496 or 472: Senior Capstone Course	3 hrs.	
<u>TRACK TWO (FORENSIC LABORATORY/TECHNICIAN):</u>	<u>27 HRS. TOTAL</u>	
FI 310: Criminalistics	3 hrs.	
FI 330: Forensic Documentation	3 hrs.	*
FI 360: Forensic Pathology	3 hrs.	*
FI 370: Forensic Osteology	3 hrs.	*
FI 380: Trace Evidence	3 hrs.	
FI 300+: Elective	3 hrs.	
FI 300+ Elective	3 hrs.	
FI 300+ Elective	3 hrs.	
CJ/FI 494-496 or 472: Senior Capstone Course	3 hrs.	
<u>POSSIBLE ELECTIVES FI 300+:</u>		
CJ/FI 352: Evidence	3 hrs.	
CJ/FI Victimless Crimes	3 hrs.	
CJ 417 Criminal and Deviant Behavior	3 hrs.	
FI 430: Arson and Fire Investigations	3 hrs.	*
FI 450: Advanced Crime Scene Techniques	3 hrs.	*
FI 464: Interviews and Interrogations	3 hrs.	
FI 466: Drugs of Abuse	3 hrs.	
CJ/FI 482: Independent Study	3 hrs.	
AN/FI 350: Physical Anthropology	3 hrs.	

Credit hours required in major: 42 semester hours (sh)

Attachment 4

Letter from Chief of Police, Anniston Police Department, Shane Denham to Alabama Commission
On Higher Education, February 22, 2017



Shane Denham
Chief of Police

Anniston Police Department
P.O. Box 2168
174 West 13th Street
Anniston, Alabama 36202

Telephone (256) 238-1800 Fax: (256) 231-7676

February 22, 2017

To whom it may concern:

I am writing to show my sincere support for a new Bachelor of Science in Forensic Investigations at Jacksonville State University. As an alumnus of JSU's Department of Criminal Justice, I believe expanding on the Forensic Investigations program will allow more students to focus on this continuously growing and changing field.

As Chief of Police for the Anniston Police Department, we maintain a strong working relationship with both the Department of Criminal Justice and the Center for Applied Forensics at JSU. Many of our new recruits are recent graduates of the programs offered by the Department of Criminal Justice.

Forensic Investigations is a tool that we use daily in the field of law enforcement. With a degree that focuses solely on this discipline, students would receive more specialized training and education that will be beneficial to them upon graduation. Not only would the students benefit, potential employers would be getting more specialized candidates for positions within their organizations.

Thank you for the opportunity to express my genuine excitement about this potential added program at Jacksonville State University.

Sincerely,

A handwritten signature in black ink that reads "Shane Denham". The signature is written in a cursive style.

Shane Denham
Chief of Police

SD/jrt

Attachment 5

Letter from Sheriff, Calhoun County, Matthew Wade to Alabama Commission On Higher Education, March 6, 2017

**CALHOUN COUNTY
SHERIFF'S OFFICE**



Matthew Wade
Sheriff

March 6, 2017

Matthew Wade
Sheriff, Calhoun County
400 W. 8th Street
Anniston, AL 36201

To Whom It May Concern:

As Sheriff of Calhoun County it gives me great pleasure to write this letter of support for the Bachelors of Science in Forensic Investigations degree program at Jacksonville State University (JSU). Forensic science in law enforcement is now more important than ever. This new degree program will provide education to students aspiring to work in the forensics field that will allow them to engage in advanced forensic science practice. I believe the Bachelor of Science in Forensic Investigations program at JSU will be an important component in increasing the quality and quantity of services available to our region through highly skilled forensic investigators.

I highly recommend the support of the Alabama Commission on Higher Education in the development of the Bachelor of Science in Forensic Investigations program at JSU. All of us here at the Calhoun County Sheriff's Office look forward to continuing our work with the JSU Criminal Justice program for many years to come!

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew Wade".

Matthew Wade
Sheriff
Calhoun County Sheriff's Office
256-236-6600

DECISION ITEM JSU-2: Jacksonville State University, Master of Science in Nursing
in Nursing (CIP 51.3801)

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: Jacksonville State University (JSU) proposes a Master of Science in Nursing (MSN) degree to be awarded as a 'step-out' degree for students enrolled in the previously approved post-baccalaureate Doctor of Nursing Practice (BSN-DNP) program. The awarding of this degree will be specific to students in the Family Nurse Practitioner pathway or the Adult-Gerontological Acute Care Nurse Practitioner pathway.

It is the philosophy of the JSU administration that students should be awarded this degree once they meet the standard requirements for a master's degree while they are working toward the DNP. The primary reasons for this proposed MSN degree are as follows:

- (1) Students will be able to sit for the national certification examination as a nurse practitioner after the MSN degree is conferred;
- (2) Students who are successful on the certification examination will be able to seek a job as a nurse practitioner, thereby increasing earning potential;
- (3) In the event life circumstances occur that would prevent the student from completing the BSN-DNP degree, the student would, at the least, have earned a graduate degree along the way.

Role: The proposed program is within the instructional role recognized by the Commission for Jacksonville State University.

Mode of Delivery: All course work will be delivered via distance education. A collaborative agreement with the University of South Alabama in Mobile, AL will allow for students to attend required 2-3 day intensives for clinical proficiency simulations.

Similar Programs: The following institutions offer similar programs at this level: the University of South Alabama at CIP Code 51.3801. This proposal is specifically written to request approval for a Master of Science in Nursing once students in the BSN-DNP program meet the requirements for conferral of the master's degree.

JSU states that at this time, based on its review of program information on university web sites, the University of South Alabama is the only other BSN-DNP program that awards a step-out MSN degree along the academic trajectory.

Other schools such as the University of Alabama at Birmingham, University of Alabama in Huntsville, and University of Alabama have stand-alone MSN programs as well as recently established BSN-DNP programs. Troy, Auburn University and Auburn University at Montgomery (joint program), and the University of North Alabama also have MSN stand-alone programs.

Collaboration: A collaborative agreement is being developed with the University of South Alabama, College of Nursing in Mobile, Alabama.

Resources: The proposal projected that a total of \$0 in new funds will be required to support the proposed program. A total of \$791,154 will be available through tuition.

Public Review: The program was posted on the Commission website from March 22, 2017 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. This program provides the opportunity for students to earn the MSN degree en route to the DNP degree when the students have clearly met the requirements for a degree at the master's level.
2. Providing the proposed step-out MSN degree supports the philosophy of nursing and the university administration in that students should receive a degree equivalent to their learning, specifically in the event that life circumstances prevent a student(s) from continuing to pursue the DNP or resulting in a delay in pursuance of the degree.
3. JSU has over 16 years of experience in delivering Nursing at the MSN level with the current MSN in Population Health program and over 50 years of experience in delivering quality baccalaureate nursing education.
4. The local and regional community of interest, composed of health care agencies, chief nursing officers, physicians, current nursing students, and alumni has requested delivery of additional graduate nursing programs at JSU which prepare nurse practitioners to deliver advanced nursing care to the public. Community partners have expressed strong levels of support for the program in terms of collaborative clinical opportunities.
5. JSU is in a rural area which serves a variety of vulnerable populations, many of whom are in need of increased access to primary and acute care clinicians to achieve positive and optimal health outcomes.

DECISION ITEM JSU-2: Jacksonville State University, Master of Science in Nursing in Nursing (CIP 51.3801)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Nursing. The awarding of this degree will be specific to students in the Family Nurse Practitioner pathway or the Adult-Gerontological Acute Care Nurse Practitioner pathway.

Implementation Date: The proposed program will be implemented in August 2017. Based on Commission policy, the proposed program must be implemented by June 9, 2019, 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 10, 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 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 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.

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. Jacksonville State University program proposal, submitted February 16, 2017; 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	Jacksonville State University (College of Nursing)
PROGRAM	Master of Science in Nursing Program

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	\$60,858	\$121,716	\$182,574	\$208,656	\$217,350	\$791,154
TOTAL	\$60,858	\$121,716	\$182,574	\$208,656	\$217,350	\$791,154

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	10	20	30	36	38	27
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	4	8	10	7

Attachment 2

Summary of Background Information
Master of Science in Nursing
Jacksonville State University

Role: The proposed program is within the instructional role recognized by the Commission for the Jacksonville State University.

Objectives: The student learning outcomes listed are derived from the doctoral education standards for essential program content and outcome expectations for the advanced practice nursing doctorate. These standards are published in AACN's *The Essentials of Doctoral Education for Advanced Nursing Practice (2006)*. This document includes eight standards which have been synthesized in this proposal to compose the learning outcomes identified above. The Essentials document identifies and describes the standards for program design and evaluation by both internal and external reviewers.

When delivering a BSN-DNP program, the outcomes for the master's level of education are subsumed within the BSN-DNP expectations.

- Practice advanced nursing demonstrating knowledge, skills, and attributes essential to advanced practice in the designated pathway for advanced practice (AG ACNP or FNP).
- Analyze and manage complex and diverse health care organizations and be responsive to a changing health care environment.
- Function as a change agent to advocate and insure quality outcomes-based care utilizing evidence to guide best practice.
- Apply information and patient care technology to enhance patient care delivery.
- Participate in development of health care policy and serve as an advocate for improvements in the health care system.
- Participate in inter-professional teams as a change agent and consultant to deliver optimal, evidence-based care to patients and populations.
- Design and apply evidence-based strategies for clinical prevention and population health to improve the nation's health.

Assessment: This proposed program will be evaluated using the same annual reporting process for evaluating effectiveness of current nursing programs. Program outcomes will be measured based on the systematic evaluation plan of the department. The Systematic Evaluation Plan (SEP) will incorporate the program outcomes which will include professional nursing standards and guidelines as listed in Section I and have set benchmarks that are realistic, yet reflective of quality. The SEP is designed around the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2013)*. Identification of data points is informed by the standards as well as programmatic and university needs. Data collected include, but are not limited to, the following:

1. Enrollment rates
2. Completion rates
3. Certification pass rates
4. Employment rates
5. Program surveys

6. Faculty and course surveys
7. Alumni surveys
8. Preceptor evaluations
9. Employer surveys
10. Course pass rates

The SEP is reviewed annually by the Administrative Council, which is comprised of the dean, associate dean, director of graduate nursing programs, and directors of undergraduate nursing programs. Additionally, faculty review and vote on any deletions or additions to the SEP.

The detailed SEP provides direction as to the individual or committee responsible for collection and reporting of data. Many of the data points mentioned above are also data points required for reports to The Commission on Collegiate Nursing Education (CCNE) for accreditation purposes. Additionally, the various data points are discussed as appropriate to improve outcomes. For instance, during annual faculty evaluations, the evaluator will review course and faculty outcome data from students that includes quantitative and qualitative data. Trends, if available, will be identified and discussed. If necessary, strategies for improvement will be identified and implemented.

Aggregate findings are discussed amongst the Administrative Council, the Department of Nursing Graduate Council, and in general faculty meetings as appropriate. These findings inform curriculum change, programmatic change, etc. In addition to collection of data, the SEP provides guidelines for curriculum review of each program. Curriculum review/revision may be prompted by trended student feedback, feedback at annual advisory meetings from stakeholders, national initiatives or changes in professional standards, and areas identified as needing improvement based on specific program outcome findings.

In an effort to increase response rate to surveys administered after graduation, students will be educated while in the program as to the importance of such data. Collection of post-graduation data is notoriously low, thus requiring innovative strategies to enhance response rates.

Data collected for evaluation purposes are used to develop an annual report for submission to JSU as well as preparation of annual reports for accrediting and regulating bodies. The JSU annual report requires the Department to address areas for improvement in terms of meeting program outcomes and to monitor and report on strategies implemented to improve.

Administration: The program will be administered by the Dean of the College of Nursing, Dr. Christie Shelton, PhD, and the Department of Nursing Director, Dr. Rebecca Peinhardt. Dr. Peinhardt holds the DNP.

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; with all three recommending approval of the proposed program. JSU did provide a response to the ACGD proposal evaluation feedback. In its response, JSU noted the proposed program's complementary relationship and seamless articulation to the DNP curriculum, and addressed comments related to resources and personnel.

Accreditation: The Commission on Collegiate Nursing Education (CCNE) is the accrediting agency for current programs at Jacksonville State University, Department of Nursing (JSU DON). JSU DON has already scheduled a site visit for October 2018 with CCNE for evaluation of the BSN-DNP program. CCNE accreditation is an indication to the public, including prospective students, that the quality and integrity of the program is monitored and assured. The most recent reaffirmation of accreditation for JSU DON occurred in 2015 with continued accreditation for the BSN and MSN programs until 2025.

The guidelines for this type of accreditation are so noted in the Standards for Accreditation of Baccalaureate and Graduate Nursing Programs. CCNE expects such a program to incorporate the following professional standards and guidelines: *The Essentials of Doctoral Education for Advanced*

Practice Nursing (2006); The Criteria for Evaluation of Nurse Practitioner Programs (2012); Population-Focused Nurse Practitioner Competencies (2013); and Adult-Gerontology Acute Care Nurse Practitioner Competencies (2012).

CCNE will require a substantive change request to be completed, and will include the MSN NP Step-out program to already approved MSN programs delivered by JSU, following ACHE approval (if approved) of the request.

Curriculum: The Master Science in Nursing (MSN) are as follows:

Credit hours required in major courses	24
Credit hours required in minor	N/A
Credit hours in institutional general education or core curriculum	15
Credit hours required in support courses	9
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation	N/A
Total	48

Collaboration: A collaborative agreement is being developed with the University of South Alabama, College of Nursing in Mobile, AL, which will allow for students to attend required 3-4 day intensives for clinical proficiency simulations and acquisition of required skills. JSU DON will be maintaining autonomy in terms of student oversight and course delivery. JSU notes that students only have to attend the simulation experience once during the plan of study.

Distance Education: All course work will be delivered via distance education. A collaborative agreement with the University of South Alabama in Mobile, AL will allow for students to attend required 2-3 day intensives for clinical proficiency simulations. All courses that are delivered via a distance education format will meet the same quality standards as traditionally offered courses.

Admissions: Admissions to the Master of Science in Nursing are as follows:

Requirements for unconditional admission
BSN degree from an accredited institution
Unencumbered RN license
Overall GPA of 3.0 or higher on a 4.0 scale
No additional qualifying exam
Admission test scores not required (GRE, MAT)
2 years practice experience as Registered Nurse; may work toward years of experience while completing core courses
Three professional references
Professional interview may be required
Satisfactory writing sample of statement of purpose

There are no separate MSN admission requirements as the students are officially accepted into the doctoral program.

Need: The following information regarding “need” was also cited in the previously ACHE approved DNP proposal. According to data from the United States Department of Health and Human Services (2015), there are 99 Medically Underserved Areas (MUAs) or Medically Underserved Populations (MUPs) in Alabama found in all 67 counties within the state. MUA/Ps are areas/populations designated as facing barriers to health care access. Fifty-five of the 67 counties in the state are considered rural, according to Alabama’s Office of Primary Care and Rural Health (2015). Additionally, there are 80 Health Professional Shortage Areas (HPSAs). These areas are defined as those experiencing shortages of primary medical care, dental or mental health providers and may be geographic, population, or facilities. Access to care is

paramount to maintaining health within the state and in reducing health care costs. Primary care providers include nurse practitioners who focus on primary care.

Alabama's Governor Bentley recently formed the Alabama Health Care Improvement Task Force to address concerns related to advanced practice registered nurses' scope of practice. The establishment of such a group with specific direction emphasizes the need and importance of the role advanced practice nurses will assume in meeting the health care needs of Alabama citizens. According to data from the Kaiser Foundation (2012), Alabama has 40 nurse practitioners per 100,000 population, one of the lowest ratios in the nation.

A critical need exists locally, regionally, and nationally for nurse practitioners. Recently, David Auerbach, PhD and colleagues at the RAND Corporation used a statistical model to predict the growing need for Nurse Practitioners. Study results indicated that the need for Nurse Practitioners would increase 94 percent from 128,000 in 2008 to 244,000 by 2025 in the U.S. (Auerbach et.al, 2014).

According to 2013-2014 data from the American Association of Colleges of Nursing (Fang, Arietta, & Trautman, 2015), 13,444 qualified applicants were turned away from graduate nursing programs at the master's level. Of the 13,444, there were 10,955 qualified applicants for Nurse Practitioner programs who were not admitted in 2013-2014, which is an increase from the 2012-2013 data reflecting 10,647 Nurse Practitioner qualified applicants that were not admitted (Fang, Li, Arietta, & Bednash, 2014)

One primary reason for turning away qualified applicants at all degree levels is the shortage of Nursing faculty (AACN, 2015). The average age of faculty in Alabama is 50 years. This obstacle prevents expanding the nation's nursing workforce and meeting the healthcare demands for registered nurses. Graduates of this DNP program will be qualified to hold faculty positions in nursing programs at the undergraduate and graduate levels.

There exists a call at the national level of nursing education by professional and accrediting organizations to elevate, through education, the entry level for advanced nursing practice to the doctoral level (AACN, 2004). According to Fang, Arietti, and Troutman (2015), 1,494 qualified applicants were not admitted to doctoral study for the Doctor of Nursing Practice degree in 2013 due to existing programs being unable to accommodate them. Creation and delivery of such a program as the Doctor of Nursing Practice at JSU will work toward achieving that national nursing goal and will provide an additional pathway to doctoral education for students in the rural areas of central and northeast Alabama. Educating and adding to the advanced practice nursing workforce will help elevate the quality of care provided to the public in Alabama and the nation. The Doctor of Nursing Practice is considered the terminal degree for advanced practice in nursing by the American Association of Colleges of Nursing (Auerbach et al., 2014).

JSU proposes to develop and provide an online Post-Bachelor's of Science in Nursing (BSN) to DNP program to educate nurses in advanced practice and prepare them to function as nurse practitioners with the highest level of preparation, which is the practice doctorate, the DNP. This pathway is consistent with recommendations from the American Association of Colleges of Nursing (AACN, 2004) and national nursing initiatives for advancing healthcare in the nation. For JSU nursing graduates who seek to continue their education at JSU, it is imperative that a seamless academic progression is made available at the post-baccalaureate level. Completion of this degree will provide graduates entry into advanced practice at the highest level of educational preparation for nursing.

The program will provide a pathway for registered nurses to expand their theoretical nursing knowledge and acquire advanced practice skills, with the goals of increasing access to care for the public in Alabama and the nation and increasing the availability of doctorally prepared nurses equipped to educate current and future students of nursing in colleges/schools of Nursing. Important to note is a recommendation from a report prepared by RAND Health on the DNP. In the report, Auerbach et al. (2014) recommended that AACN should "continue with ongoing efforts to assist schools in overcoming challenges to offering the BSN to DNP" (p.xi).

While JSU does not currently offer the MSN with an NP track of study, JSU CON has been successfully preparing nurses at the master's program level for 16 years with 212 MSN graduates. Originally these nurses and students were prepared as clinical nurse specialists in public and community health. The role designation at the national level has now migrated to that of advanced public health nurse based on changes at the national level in Nursing. These graduates have become capable and outstanding nurse leaders, administrators, clinicians, educators, and consultants functioning in advanced nursing roles in numerous facilities and institutions. Evidence-based practice has and is a bulwark of their preparation for clinical practice with vulnerable populations in Alabama and the nation. The MSN program at JSU has successfully met all requested ACHE requirements at and since the time of original master's program approval and implementation.

An Institute of Medicine (IOM) report from 2011 forecasts an increased need for primary care nurse practitioners due to the implementation of the Affordable Care Act. Meanwhile, the United States is facing looming shortages of primary care physicians (Association of American Medical Colleges {AAMC}, 2015). It is anticipated that primary care nurse practitioners will assist in closing the gap regarding primary care providers. A shortage also exists for acute care providers. A report to Congress by the U.S. Department of Health and Human Services reflected that the supply of critical care physician specialties would meet only 22 percent of demand by 2020. The need in hospitals for Adult-Gerontology Acute Care Nurse Practitioners has risen dramatically. Hospitals have been concerned with patient safety and lower overall patient satisfaction and have found that use of these acute care nurse practitioners mitigate those issues (Harris, 2014). JSU's community of interest (composed of health care providers, facility managers, and nurses in the area, as well as graduates of JSU's BSN and master's programs) are requesting a "close to home" DNP program, which includes the preparation of Nurse Practitioners at the doctoral level, where they know and enjoy the learning environment both online and within the community.

It is the intent of Jacksonville State University, College of Nursing to develop a Family Nurse Practitioner (FNP) and an Adult-Gerontology Acute Care Nurse Practitioner Program (AGACNP) to meet these needs and respond to requests from our community of interest. The Family Nurse Practitioner (FNP) program prepares advanced practice nurses, who provide care for individuals and families of all ages in community clinics, healthcare provider offices, public health agencies, rural health clinics, and other out-patient settings. The Adult-Gerontology Acute Care Nurse Practitioner program prepares nurses for advanced practice through a course of study focused on delivery of quality care to hospitalized adult patients and families faced with complex or chronic diseases/disorders. They treat and manage the plan of care for patients from admission through discharge. The AG ACNP may also oversee the transition of care from the acute care setting to a care setting within the community or home. The DNP aspect of the degree focuses on additional advanced practice opportunities in the FNP pathway or the AGACNP pathway of expertise, plus emphasis on leadership in health care, health policy, technology, and informatics in nursing to ensure best practices.

In the Nursing discipline, particularly, the concern should be on the availability of programs to produce qualified Nurse Practitioners with the doctoral level of preparation to meet healthcare needs around the nation. The BSN-DNP programs will be a substantial addition to the graduate nursing programs offered and made available to qualified students at JSU and ultimately will provide increased numbers of Nurse Practitioners with the doctoral level of education in this area of northeast Alabama. A post-master's MSN-DNP pathway will also facilitate degree advancement for nurses and nurse practitioners currently educated at the master's level. JSU and its graduates contribute substantially to the quality outcomes of care delivered in the state and region.

Projected Job Openings

	Year	Year 2	Year 3	Year 4	Year 5	Total
Local	25	25	25	25	25	125
State	90	90	90	90	90	450
SREB	2,082	2,082	2,082	2,082	2,082	10,410
Nation	5,850	5,850	5,850	5,850	5,850	29,250

The proposed MSN program requested in this proposal will enable students enrolled in the BSN-DNP program at JSU who enter with a Bachelor's degree to earn a credential at the Master's level en route to their doctorate.

According to Auerbach and colleagues at the RAND Corporation (2014), "The future workforce is projected to grow to 244,000 in 2025, an increase of 94 percent from 128,000 in 2008. If NPs are defined more restrictively as those who self identify their position title as "NP," supply is projected to grow from 86,000 to 198,000 (130 percent) over this period".

JSU relates that it is important to consider that published data vary significantly according to source as well as specific key terms therefore contributing to some divergence in available data. This is especially true in terms of local data. There is no definitive source for local career projections based on reliable data other than job search engines and word of mouth. In addition, job openings and projections are not well-defined specifically to those with a DNP degree versus MSN degree. State specific data were obtained from the Alabama Department of Labor web site.

Data from all other 15 SREB states were reviewed for nurse practitioner job openings. The average annual job openings were calculated by summing the average annual job openings from the SREB states. National data were also obtained from the Bureau of Labor Statistics. JSU states that it is important to note is that the Occupational Outlook Handbook reflects the growth of nurse practitioner employment is expected to be 31 percent in 2014 to 2024, which is faster than the average for all occupations. The national trend was calculated by dividing the new jobs expected by 10 years to determine yearly growth of positions. The average growth nationally per year for nurse practitioners from 2014-2024 is 5,850 jobs.

Student Demand: Regarding the current state of admissions, applications for the BSN-DNP program opened in late December 2016 and will not close until March 1, 2017. Currently, 114 students have applied to the BSN-DNP program nurse practitioner tracks. Thus, the ability to offer this MSN degree step-out option would benefit those students. (Previous data from the student survey were detailed in the recently approved BSN-DNP proposal and also reflected a significant need.)

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 2
Part-time: 2

Support Faculty—

Full-time: 0
Part-time: 2

Additional Faculty employed to teach in the first five years:

Primary Faculty:

Full-time: 4*
Part-time: 0

Support Faculty—

Full-time: 0
Part-time: 0

***Note:** The above numbers reflect what was included in the BSN-DNP proposal. No new faculty will be needed for the proposed MSN program as the MSN curricula and content delivery are included in the BSN-DNP delivery.

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: No assistantship/ fellowship will be offered.

Equipment: No special equipment will be needed specifically for this program.

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

Library: Under the WLN Collection Assessment Services guidelines, which are used by many academic libraries throughout the country, the Houston Cole Library's Nursing and Health Sciences Collection is currently rated an overall 3cP, Advanced Study or Instructional Support Level, predominately English. Database and journal holdings and supplemental holdings in Nursing, Health, and other related disciplines will need to be sustained to maintain support for Department of Nursing programs at the Master's level.

The Library provides access to Full Text Finder, an electronic resource access and management service. With Full Text Finder, patrons can determine if the Library provides access to a specific journal. A discipline search in Full Text Finder for Nursing and Allied Health journals showed 713, with 370 in Public Health, and 357 in Health and Medicine.

Program Budget: A total of \$0 in estimated new funds will be required to support the proposed program over the first five years. A total of \$791,154 will be available through tuition.

Attachment 3
 Master of Science in Nursing Curriculum
Adult-Gerontology Acute Care Nurse Practitioner
 12 Semester Plan of Study

Fall -Year 1	CR	Spring - Year 1	CR	Summer - Year 1	CR
NU712 Clinical Prevention & Populations Health	3	NU613 Physio-pathological Basis of Advanced Nursing	3	NU620 Pharmacology for Advanced Practice Nurses	3
NU708 Evidence-Based Practice and Quality Improvement in Health Care	3	NU713 Organizational & Systems Leadership for APN	3	NU710 Healthcare Policy & Finance	3
Credits	6	Credits	6	Credits	6
Fall -Year 2	CR	Spring - Year 2	CR	Summer - Year 2	CR
NU707 Scientific Underpinnings of Advanced Nursing Practice	3	ANP668 Adv. Adult-Geron Acute NP I	3	ANP672 Adv. Adult-Geron Acute NP II	3
NU607 Advanced Nursing Assessment	3	ANP669 Adv. Adult-Geron Acute NP Practicum I (70 Clinical Simulation Hours)	1	ANP673 Adv. Adult-Geron Acute NP Practicum II (210 Clinical Hours)	3
		ANP671 Health Promotion/Disease Prevention & Issues for ANP	2		
Credits	6	Credits	6	Credits	6
Fall - Year 3	CR	Spring - Year 3	CR		
ANP674 Adv. Adult-Geron Acute NP III	3	ANP676 Adv. Adult-Geron Acute NP IV	3		
ANP675 Adv. Adult-Geron Acute NP Practicum III (210 Clinical Hours)	3	ANP677 Adv. Adult-Geron Acute NP Practicum IV (210 Clinical Hours)	3		
		<i>*Students will receive their MSN, and continue to the next four semesters to earn their DNP*</i>		Total Hours: 48 Hours	
Credits	6	Credits	6		

Attachment 3 (Continued)
 Master of Science in Nursing Curriculum
Family Nurse Practitioner
 12 Semester Plan of Study

Fall -Year 1	CR	Spring - Year 1	CR	Summer - Year 1	CR
NU712 Clinical Prevention & Populations Health	3	NU613 Physio-pathological Basis of Advanced Nursing	3	NU620 Pharmacology for Advanced Practice Nurses	3
NU708 Evidence-Based Practice and Quality Improvement in Health Care	3	NU713 Organizational & Systems Leadership for APN	3	NU710 Healthcare Policy & Finance	3
Credits	6	Credits	6	Credits	6
Fall -Year 2	CR	Spring - Year 2	CR	Summer - Year 2	CR
NU707 Scientific Underpinnings of Advanced Nursing Practice	3	NP668 Adv. Family NP I	3	FNP672 Adv. Family NP II	3
NU607 Advanced Nursing Assessment	3	FNP669 Adv. Family NP Practicum I (70 Clinical Simulation Hours)	1	FNP673 Adv. Family NP Practicum II (210 Clinical Hours)	3
		FNP671 Health Promotion/Disease Prevention & Issues for FNP	2		
Credits	6	Credits	6	Credits	6
Fall - Year 3	CR	Spring - Year 3	CR		
FNP674 Adv. Family NP III	3	FNP676 Adv. Family NP IV	3		
FNP675 Adv. Family NP Practicum III (210 Clinical Hours)	3	FNP677 Adv. Family NP Practicum IV (210 Clinical Hours)	3		
	6	<i>*Students will receive their MSN, and continue to the next four semesters to earn their DNP*</i>	6	Total Hours: 48 hours	

DECISION ITEM TU-1: Troy University, Master of Science in Kinesiology (CIP 31.0505)

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 program is primarily intended to address employment needs in the fields of coaching/teaching and exercise science. However, a secondary intent is the academic development of individuals capable of pursuing a Ph.D. in order to further their education in teaching and research. The program aims to promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, and research as it relates to coaching/teaching and exercise science.

Role: The proposed program is within the instructional role recognized by the Commission for Troy University.

Mode of Delivery: The program will initially be delivered face-to-face on the Troy campus. There is the potential of developing web based, hybrid or on-line components.

Similar Programs: The following institutions offer similar programs at this level: University of Alabama at Birmingham (MS Kinesiology-Physical Education & Exercise Physiology – CIP 13.1314); Auburn University at Montgomery (MEd Kinesiology – Exercise Science – CIP 31.0505); Alabama A&M University (MS Kinesiology – Physical Education – CIP 31.0505). The programs listed above have similar Masters programs in the umbrella field of Kinesiology; however, these programs differ in concentration and/or focus.

Collaboration: The university recognizes the value of collaborating with other Alabama Universities who have past experience in the field of kinesiology and will work cooperatively with those universities. The nature of the association will center on curriculum and program focus.

Resources: The proposal projected that \$0 will be required for the program in the first five years, and that \$936,807 will be available over the same period through tuition and extramural funding.

Public Review: The program was posted on the Commission website from March 22, 2017 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. This program will not further compete with other institutions in Alabama because the Troy focus is unique.
2. This almost identical program, Sport and Fitness Management, has existed for over 7 years within the School of Hospitality Sport and Tourism Management.
3. This program also encourages its graduates to further their education and pursue doctoral and professional degrees. Considering many of these masters level students are from the State of Alabama, it is reasonable to assume they might want to stay in state to pursue their education (which benefits other institutions throughout the state).

DECISION ITEM TU-1: Troy University, Master of Science in Kinesiology (CIP 31.0505)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Kinesiology (MS) with two concentrations (Coaching and Exercise Science) 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 June 9, 2019, 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 2018-19 through 2021-22 (4-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 entering graduate or medical 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.

Troy 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, 2022.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Troy University program proposal, received February 2, 2017. 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 Troy University

PROGRAM Master of Science in Kinesiology (CIP 31.0505)

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	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
TUITION	\$50,022	\$144,540	\$204,765	\$264,990	\$264,990	\$929,307
TOTAL	\$51,522	\$146,040	\$206,265	\$266,490	\$266,490	\$936,807

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	7	16	22	26	26	19
NEW ENROLLMENT HEADCOUNT	7	12	15	20	21	15 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	5	10	15	15	11

Attachment 2

Summary of Background Information

Master of Science in Kinesiology
Troy University

Role: The proposed program is within the instructional role recognized by the Commission for Troy University.

Description and Objectives: The Master of Science in Kinesiology degree at Troy University will have two distinct concentrations (Exercise Science and Coaching). The coaching concentration focuses on careers in the high school, college, and professional coaching/teaching setting. The exercise science concentration focuses on careers in the clinical and academic setting in the area of human performance. Additionally, both of these concentrations will have two areas of focus (Thesis and Non-Thesis). The Thesis track students will have to complete a thesis and this track will specifically prepare those students wishing to pursue a Ph.D. or attend a professional school following graduation. The non-thesis track students will have to complete an internship and this will prepare them to immediately begin their career upon graduation.

In completing the Master of Science in Kinesiology the students will be able to:

1. Serve as representatives of the profession, its mission, and its core values. They will know the profession's history. They will commit themselves to the profession's enhancement and to their own professional conduct and growth.
2. Be knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They will use experience to inform research, employ evidence-based interventions, and use research findings to improve practice. Thesis track students must successfully complete and defend their research in the area of exercise and/or sport.
3. Comprehend and conduct quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.
4. Apply the theoretical and conceptual contribution of the classroom with the practical world of the exercise and sport setting through a semester long internship. The internship is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. Non-thesis track students must successfully complete an internship in the exercise or sport setting.
5. Be informed in the field of human movement and lifelong physical activity and its benefits. They will also be innovative in the way they deliver information to their audience (students, athletes, clients, and patients). They will then be reflective on each experience in order to better serve their audience in the future. This continuous cycle must be maintained in order to ensure professional growth.

Assessment: The five outcomes indicated directly are assessed as follows:

- Outcome 1 - Assessed by: A particular set of coursework throughout the program.
- Outcome 2 - Assessed by: Thesis project (eg. Proposal, defense, and submission).
- Outcome 3 - Assessed by: Successful completion of KHP 6617 (Research I) and KHP 6691 (Research II) with a grade of B or better.
- Outcome 4 - Assessed by: Internship.
- Outcome 5 - Assessed by: A particular set of coursework throughout the program.

Administration: The program will be administered by the College of Health and Human Services, Dr. Denise Green, Dean, and the Department of Kinesiology and Health Promotion, Dr. John C. Garner, 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). Five institutions participated in the final review of this proposal. Three of the responses voted an overall recommendation for program approval; two institutions voted to abstain.

Accreditation: There is no specialized accreditation agency for this program.

Curriculum: The program will have the following requirements:

THESIS TRACK

Credit hours required in major courses:	27 semester hours (sh)
Credit hours required in support courses:	N/A
Credit hours in free electives:	N/A
Credit hours for thesis:	6
Total	33 (sh)

NON-THESIS TRACK

Credit hours required in major courses:	27 semester hours (sh)
Credit hours required in support courses:	N/A
Credit hours in free electives:	3
Credit hours for internship:	3
Total	33 (sh)

Thesis track students must complete a thesis (6 hours) in addition to the 27 hours required in major courses (total 33 hours thesis track). Non-thesis track students must complete a comprehensive examination, an internship (3 hours), and take an elective (3 hours) in addition to the 27 hours required in major courses (total 33 hours non-thesis track).

This proposed new program is essentially a replica of the Master of Science in Sport Management (coaching and exercise science concentrations) currently housed in the School of Hospitality, Sport, & Tourism Management.

Troy is requesting to move the program to the Department of Kinesiology and Health Promotion and change its name from MS Sport and Fitness Management (SFM) coaching and exercise science to MS Kinesiology coaching and exercise science.

The current program of MS SFM will remain in place until the MS Kinesiology is approved, after which the MS SFM it will be discontinued. No new courses are needed to be developed. Students currently enrolled in the MS SFM programs will not be affected by the proposed change.

Collaboration: The university recognizes the value of collaborating with other Alabama universities who have past experience in the field of Kinesiology and will work cooperatively with those universities. The nature of the association will center on curriculum and program focus.

Distance Education: The program will initially be delivered face-to-face on the Troy campus. There is the potential of developing web based, hybrid or on-line components.

Admissions: The program has no special admission requirements beyond those of the Graduate School.

Need: The Master of Science in Kinesiology degree at Troy University will have two distinct concentrations (Exercise Science and Coaching). Currently no program with a similar CIP code offers a coaching concentration. Additionally, both of these concentrations will have two areas of focus (Thesis and Non-Thesis). The Thesis track students will have to complete a thesis and this track will specifically prepare those students wishing to pursue a Ph.D. or attend a professional school following graduation. The non-thesis track students will have to complete an internship and this will prepare them to immediately enter their career upon graduation.

According to the Bureau of Labor Statistics, Occupational Outlook Handbook, 2015 Edition, typical jobs held by Kinesiology graduates in the proposed program held about 1,226,700 jobs in 2014.

Employment in Kinesiology fields is expected to grow an average of 8.5 percent from 2014-2024, faster than the average for all occupations and job prospects. Median annual wages of individuals employed in Kinesiology occupations in 2014 was \$52,105 per year. The table below indicates the increase of employment for “Kinesiology graduates” in the exercise science and coaching concentrations and is not specific to employment in public or private schools or industry.

Occupational Title	Employment, 2014	Projected Employment, 2024	Change from 2014-2024
Exercise Scientist	14,500	11% increase (faster than average)	1,500
Coaches/Teachers	1,212,200	6% increase (faster than average)	70,700

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	614	667	723	784	851	3,639
State	4,909	5,332	5,780	6,271	6,804	29,096
SREB	61,374	66,590	72,250	78,392	85,056	363,662
Nation	245,496	266,364	289,004	313,570	340,224	1,454,658

Student Demand:

Enrollment projections are based on the current growth rate over the last 3 years of the MS Sport and Fitness Management (SFM) coaching and exercise science concentrations. Troy is proposing to move the MS SFM Coaching and Exercise Science concentrations from the School of Hospitality, Sport, & Tourism Management (HSTM) over to the Department of Kinesiology and Health Promotion (KHP).

Additionally, faculty have informally communicated with other faculty across the country at national/international conferences concerning the need for this program at Troy University. Based on feedback from approximately 60 faculty from over 45 universities contacted at the Society of Health and Physical Educators (SHAPE) national convention, American College of Sports Medicine (ACSM), and North American Society for Psychology of Sport and Physical Activity (NASPSA) international conferences, the need was confirmed.

Note: In addition to the move from HSTM to KHP, Troy is also renaming the program from MS SFM coaching/exercise science to MS Kinesiology coaching/exercise science. According to the proposal, with over 70 years of combined faculty experience in advising students in the majors of physical education, health education and exercise science, KHP faculty has determined that there is a strong need for a graduate degree in order to further study in the aforementioned fields.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 6

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

Support Staff: No additional support staff will be required.

Fellowships and Assistantships: Four (4) assistantships will be provided. The KHP department currently offers four assistantships for the MS SFM (coaching/ex science) programs. These are existing and funded assistantships and are not new. These assistantships will remain for the new MS Kinesiology (coaching/ex science) programs. Therefore, Troy's request indicates no new money for assistantships.

Equipment: No special equipment needs to be purchased for this program.

Facilities: No new facilities are required.

Library: Troy University has over 400,000 volumes, 260,000 book titles and 2,300 periodical subscriptions. The library's databases of online journals provide access to over 58,000 titles, 22,000 are unique.

Of the 141 online databases the Library has:

- Academic OneFile
- Academic Search Complete
- ALT-Health Watch
- DIRLINE (Directory of Information Resources Online) National Library of Medicine
- ERIC
- ERIC Plus Text
- Expanded Academic ASAP
- HaPI-Health and Psychosocial Instruments
- Health and Wellness Resource Center
- Health Source: Consumer Edition

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- Health Source: Nursing and Academic Edition
- HSTAT-Health Services/Technology Assessment Text
- Medical Search Plus
- ProQuest Education Journals
- ProQuest Health & Medical Complete
- SPORTDiscus with Full Text

Program Budget: The proposal projected that \$0 will be required for the program in the first five years, and that \$936,807 will be available over the same period through tuition and extramural funding.

Attachment 3

**Troy University
 Master of Science in Kinesiology**

Course Number and Title	Number of Credit Hours	* If New Course
KHP 6670 Exercise Physiology	3	
KHP 6671 Advanced Exercise Physiology	3	
KHP 6650 Sport Nutrition and Exercise Metabolism	3	
KHP 6602 Motor Skills and Human Performance	3	
KHP 6620 Physical Fitness: A Critical Analysis	3	
KHP 6672 Sport Psychology	3	
KHP 6617 Research Methods I	3	
KHP 6691 Research Methods II	3	
SFM 6675 NCAA Governance and Compliance	3	
KHP 6690 Internship	3	
KHP 6694 Thesis I	3	
KHP 6695 Thesis II	3	
KHP 6604 Statistical Analysis and Interpretation	3	
KHP 6623 Biomechanics of Sport Technique	3	

Thesis track students must complete a thesis (6 hours) in addition to the 27 hours required in major courses (total 33 hours thesis track). Non-thesis track students must complete a comprehensive examination, an internship (3 hours), and take an elective (3 hours) in addition to the 27 hours required in major courses (total 33 hours non-thesis track).

DECISION ITEM UA-1: University of Alabama, Master of Science in Human Nutrition (CIP 19.0504)

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 Objective: The proposed M.S. in Human Nutrition at the University of Alabama (UA) will prepare students to pursue doctoral study and/or to practice dietetics and nutrition industries at an advanced level to meet the growing employment demand for dietitians and nutritionists. In response to this growing demand for dietitians and nutritionists, as well as the increased demand for advanced-level practitioners, the Accreditation Council on Education in Nutrition and Dietetics (ACEND), the credentialing agency for registered dietitians, has mandated that a graduate degree will be required for all dietetics/nutrition professionals to become registered to practice, effective 2024.

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

Mode of Delivery: All courses are currently in place and each course is offered both on campus and via distance education. This allows students to have the option of choosing the course delivery method that best suits their needs and schedules.

Similar Programs: The following institutions in Alabama offer nutrition or food-related academic programs at the Masters level: 1. The University of Alabama at Birmingham - M.S. in Nutrition Sciences (CIP code 51.3102); and 2. Auburn University - M.S. in Nutrition, Dietetics, and Hospitality Management (CIP code 30.1901) and M.S. in Food Science and Nutrition (CIP code 01.0901). There are several masters-level nutrition-related programs at public universities in other SREB states.

It is anticipated that there will be no impact on existing programs. The proposal states that the Master of Science degree program in Human Nutrition (CIP Code: 19.0504) at the University of Alabama will emphasize courses in human nutrition, clinical nutrition, and community nutrition, thereby presenting different program foci than the existing programs within the state.

Collaboration: UA states that at this time, there is not a plan to collaborate with other institutions as all coursework necessary for successful implementation of this program is currently in place. However, collaboration with other programs and institutions will be explored in the future.

Resources: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$1,773,887 will be available through tuition.

Public Review: The program was posted on the Commission website from March 22 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. There is a growing demand for registered dietitians/nutritionists to meet the healthcare needs of the U.S. population, and the accrediting agency for registered dietitians will require all registered practitioners to have a graduate degree effective 2024. Therefore, enrollment in graduate-level nutrition programs will continue to increase over the next decade.
2. More specifically, according to the Bureau of Labor Statistics Occupational Outlook Handbook and Bureau of Labor Statistics Occupational Employment Statistics for Dietitians and Nutritionists, growth for nutritionists and dietitians is estimated nationally to be at 16 percent over the next decade, which

is much higher than growth in other fields. Further, according to “Central State Occupational Projections: Long Term Occupational Projections” this growth is projected to be even higher in Alabama (17.7 percent) and the SREB states (18.8 percent).

3. Offering a primary (generalist) nutrition program with concentrations available in clinical or community nutrition provides students with truly advanced knowledge and skills in the areas that were identified by student survey to be most needed.

DECISION ITEM UA-1: University of Alabama, Master of Science in Human Nutrition (CIP 19.0504)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Human Nutrition degree.

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by June 9, 2019, 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 77, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2022-23 (five-year average) will be at least 64, 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.

The University of Alabama (UA) 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. University of Alabama program proposal, submitted February 3, 2017. 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
PROGRAM	Master of Science in Human Nutrition

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	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

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$307,315	\$332,005	\$355,314	\$380,004	\$399,249	\$1,773,887
TOTAL	\$307,315	\$332,005	\$355,314	\$380,004	\$399,249	\$1,773,887

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	128	138	147	157	167	147
NEW ENROLLMENT HEADCOUNT	53	68	78	87	98	77
DEGREE COMPLETION PROJECTIONS	49	54	63	72	81	64

Note. Enrollment projections were based on estimations of enrollment growth described in part C.3., enrollment data showing proportion of full-time to part-time students (81.2 percent part-time) in Fall 2016 extrapolated to future

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enrollment projection numbers, and on historical data within the department over the previous 3 years showing a 92.16 percent degree completion rate for students entering the program.

Attachment 2

Summary of Background Information

Master of Science in Human Nutrition
University of Alabama

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

Objectives: Upon completion of this program, graduates will be able to:

- Critically evaluate nutrition research and apply results to practice (Analysis of Research);
- Assess, develop a plan, and evaluate a nutritional problem at either the individual or population level (Problem-Solving Skills);
- Discuss the processes that affect nutrient needs of individuals and populations (Discipline-Specific Knowledge);
- Effectively communicate nutrition information, evidencing the ability to interpret current research into presentations for the scientific community and/or the lay community (Interpretation and Communication).

Assessment: SLO 1: Analysis of research - Students are able to critically evaluate nutrition research and apply results to practice. Measure 1 – All students will be able to develop a practice-based research question, gather the best available research to answer the question, evaluate the research, and develop either a graded, practice-based conclusion or discuss implications for practice. Measurement: NHM 567 research paper, NHM 555 research paper. Measure 2 – All students will be able to evaluate research techniques and designs to draw conclusions when presented with a series of research articles. Measurement: Capstone Experience.

SLO 2: Problem-solving skills - Students can assess, develop a plan, and evaluate a nutritional problem at either the individual or population level. Measure 1 – Students will be able to gather the evidence needed to assess a nutritional problem at either the individual or population level. Measurement: NHM 567, NHM 550. Measure 2 – Students will problem-solve by either correctly answering comprehensive case-based exam questions with a B or better or pass the proposal of their thesis or non-thesis research project. Measurement: Capstone Experience.

SLO 3: Discipline-specific knowledge - Students can discuss the processes that affect nutrient needs of individuals and populations. Measure 1 – Students will be able to accurately describe the metabolic processes that impact growth, aging, and nutritional status. Measurement: NHM 556, NHM 561. Measure 2 – Students will be able to accurately describe the impact of obesity on metabolic inter-relationships between energy nutrients. Measurement: NHM 555, NHM 562.

SLO 4: Interpretation and communication - Effectively communicate nutrition information, evidencing the ability to interpret current research into presentations for the scientific community and/or the lay community. Measure 1 – All students will be able to develop a practice-based research question, gather the best available research to answer the question, evaluate the research, and develop either a practice-based conclusion or a presentation for the lay community. Measurement: NHM 568 research paper, NHM 555 research paper. Measure 2 – All students will be able to correctly and appropriately collect and interpret nutrition-based research on a given topic. Measurement: Capstone Experience.

Additionally, a follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to further graduate study will be completed.

More specifically, every two years, graduates of the M.S. in Human Nutrition program will be surveyed to determine current employment and/or participation in continuing education.

Administration: The program will be administered by the UA College of Human Environmental Sciences, Milla Boschung, Dean; and by Department of Human Nutrition and Hospitality Management, Jeannine Lawrence, 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). Four (4) votes were received, with all four recommending that the program be approved.

Accreditation: The accrediting agency for registered dietitian/nutritionists, Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredits undergraduate programs at this time, and has put in place a mandate that all registered dietitian/nutritionists must have a graduate degree effective 2024 in order to become registered with the Academy of Nutrition and Dietetics.

UA's undergraduate program in Food and Nutrition is accredited with ACEND. However, ACEND does not presently offer accreditation for graduate programs that do not include a supervised practice component. Should ACEND offer such an accreditation opportunity for academic-only graduate programs in the future, UA states that they would seek to obtain that accreditation at that time.

Curriculum: The program will have the following requirements for completion:

Credit hours required in major courses	15 semester hours (sh)
Credit hours in required or free electives	12 sh
Credit hours for thesis or dissertation*	3 sh
Total credit hours required for completion	30 sh

*Students would have the option to complete a thesis or non-thesis research project for their Capstone Experience (3 credits) or comprehensive exams. If they chose the exam path then, rather than having 3 thesis/non-thesis research hours, 15 hours total would be required in required or free elective courses, with a total of 3 courses being from NHM-designated courses.

The graduate nutrition program outlined above is considered a generalist program and meets the needs of one segment of the nutrition and dietetics student. However, over 80 percent of UA's graduate students, particularly those completing our program by distance, are currently employed in the field of nutrition and looking for advanced-level educational opportunities that will enhance their skills in a specialized area.

In Fall of 2011, the 60 graduate students enrolled in the MS in Human Nutrition program were surveyed. Of the 27 respondents, 22 percent expressed an interest in a specialization in Community Nutrition and 78 percent expressed an interest in a track in Clinical Nutrition. In addition, senior-level undergraduate students pursuing their undergraduate degrees in Food and Nutrition are now also looking towards the graduate degree as an opportunity for specialized training.

Offering concentrations in Clinical Nutrition and Community Nutrition addresses the advanced level training required that both newly-graduating and practicing nutrition professionals are seeking while utilizing the strengths of UA's existing faculty. Therefore, UA is requesting that the ACHE-approved concentrations in Clinical Nutrition and Community Nutrition that currently exist within the M.S. in Human Environmental Sciences be moved under the proposed M.S. in Human Nutrition. The course listings as previously approved by ACHE are delineated below and UA is not requesting any changes to those course listings.

Clinical Nutrition Concentration

Semester hours required in the program core:	12 semester hours (sh)
Semester hours required in the option/concentration:	12 sh
Credit hours in required or free electives:	6 sh
Total semester hours required:	30 sh

Courses in the Clinical Nutrition program core with the number of semester hours for each:

HES 509 - Research Methods (3)
CHS 525 - Biostatistics (3)
NHM 561 - Advanced Vitamin and Mineral Metabolism (3)
NHM 562 - Metabolism of Energy Nutrients (3)

Courses in the Clinical Nutrition concentration with the credit hours for each:

NHM 567 - Nutrition Support for the Critically Ill (3)
NHM 568 - Nutrition for the Older Adult (3)
NHM 557 - Childhood Obesity (3) OR NHM 558 - Nutrition in the Prevention and Treatment of Chronic Disease (3)

Community Nutrition Concentration

Semester hours required in the program core:	12 semester hours (sh)
Semester hours required in the option/concentration:	12 sh
Credit hours in required or free electives:	6 sh
Total semester hours required:	30 sh

Courses in the Community Nutrition program core with the number of semester hours for each:

HES 509 - Research Methods (3)
CHS 525 - Biostatistics (3)
NHM 555 - Maternal and Infant Nutrition (3)
NHM 557 - Childhood Obesity (3) OR NHM 558: Nutrition in the Prevention and Treatment of Chronic Disease (3)

Courses in the Community Nutrition concentration with the credit hours for each:

CHS 520 - Epidemiology (3)
NHM 550 - Community Nutrition I (3)
NHM 551 - Community Nutrition II (3)
NHM 556 - Child and Adolescent Nutrition (3)

Collaboration: UA states that at this time, there is not a plan to collaborate with other institutions as all coursework necessary for successful implementation of this program is currently in place. However, collaboration with other programs and institutions will be explored in the future.

Distance Education: All courses are currently in place and each course is offered both on campus and via distance education. This gives students the option of choosing the course delivery method that best suits their needs and schedules. One-hundred (100) percent of the courses are available via the distance learning option.

Admissions: There are no special admission requirements beyond those of the Graduate School.

Need: The United States has the highest percentage of obese and overweight people in the world. Alabama, with 24.5 percent and 37.2 percent of adult residents who are obese or overweight (respectively), is among the top seven states in the nation for obesity and overweight prevalence.

Not surprisingly, five of the top ten leading causes of death in the State of Alabama are directly attributable to, or related to, poor dietary intake. This is particularly true for the top two leading causes of death in Alabama, heart disease and cancer, for which inappropriate dietary intake is a well-proven risk factor. As such, the training of advanced nutrition practitioners is a crucial element of addressing the growing health problem associated with obesity and overweight.

Unfortunately, there is already an identified dearth of healthcare providers, including nutrition providers, in the State of Alabama. This lack of healthcare providers to meet the population's needs will be compounded over the next decade by the growth and aging of the U.S. population, as well as the mandate for registered dietitians to have a graduate degree for practice, effective 2024. Considering these factors, the Workforce Demand Study conducted by the Academy of Nutrition and Dietetics projected a national deficit of trained nutrition professionals of 25 percent by the year 2020. In sum, it is asserted that the growing importance of nutrition in maintaining a healthy lifestyle is outpacing the addition of new nutrition professionals entering the workforce.

Therefore, increasing the number of trained professionals in the State of Alabama will have a direct benefit on improving the healthcare outlook and health of the residents of Alabama.

Career and College Readiness/Preparation -- Projected Job Openings

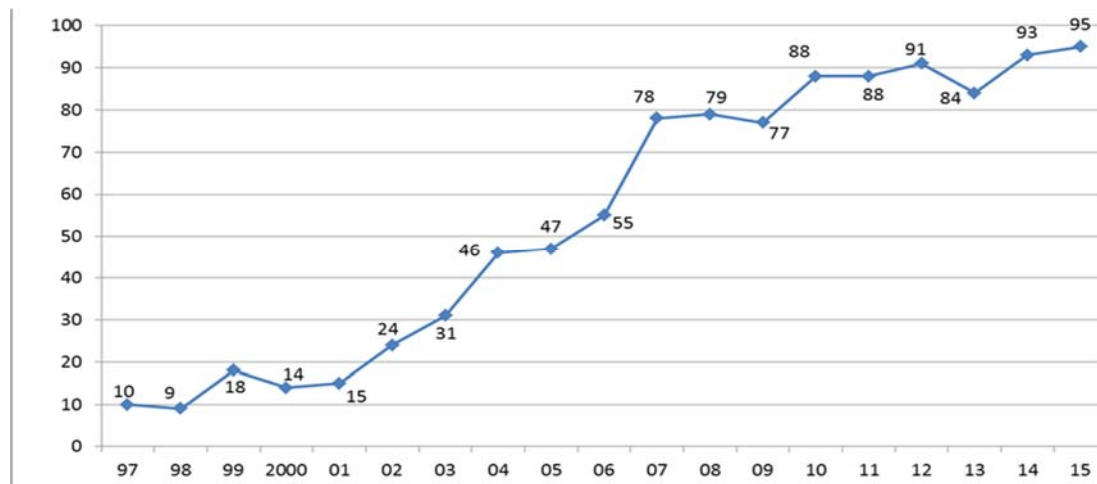
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	3	3	3	3	3	15
State	45	46	46	47	47	231
SREB	980	992	1,004	1,016	1,028	5,020
Nation	3,543	3,582	3,620	3,658	3,696	18,099

Job growth for nutritionists and dietitians is estimated nationally to be at 16 percent over the next decade which, according to the U.S. Bureau of Labor Statistics, is much higher than growth in other fields. This growth is projected to be higher in Alabama (17.7 percent) and the SREB states (18.8 percent). Projected employment opportunities for nutrition and dietetics professionals were determined using the Bureau of Labor Statistics data file for current employment and long-term projections of job growth.

These data were then adjusted to accommodate an average annual estimated attrition rate seen in the nutrition and dietetics profession. Based on historical workforce data, an attrition rate of 2-5 percent is seen for credentialed dietetics practitioners who will leave the workforce for reasons of emigration, extended leave, or retirement. Therefore, the mean (3.5 percent) was used to accommodate annual attrition and determine projected job openings.

Student Demand: UA used historical enrollment data within the college and mandates from the accrediting body for registered dietitians to determine level of student demand.

As seen in the figure below depicting Fall enrollment numbers since 1997, the Human Nutrition concentrations existing within the Masters of Human Environmental Sciences have experienced substantial enrollment growth over the last two decades. This growth continues, with a current enrollment of 118 students for Fall 2016.



It is expected that this trend will extend over the next decade as the accrediting agency for registered dietitians has mandated that all dietitians must have a graduate degree effective 2024 in order to become registered with the Academy of Nutrition and Dietetics. Additionally, increases in enrollment would be anticipated with the addition of the “Human Nutrition” degree, as future graduates would have the benefit and improved employment opportunities conferred by a degree that states “Human Nutrition”, rather than the more generalized “Human Environmental Science.” Given the historical average increase of 5.7 students per year and factoring in a conservative addition of 4 students per year due to changes in national accreditation requirements, UA projects that the program could reach greater than 200 enrolled students by 2025.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

- Full-time: 7
- Part-time: 0

Support Faculty

- Full-time: 2
- Part-time: 0

Additional Faculty employed to teach in the first five years

Primary Faculty:

- Full-time: 2*
- Part-time: 0

Support Faculty—

- Full-time: 0
- Part-time: 0

* These are 2 new faculty lines already approved, additional funding/lines are not being requested. The department is currently in the process of advertising to fill these positions. Faculty, facilities, and assistantships are available using existing faculty lines and existing departmental resources, so program start-up costs are not necessary.

Support Staff: No additional support staff will be needed for the proposed program.

Fellowships and Assistantships: There are no new assistantships/ fellowships being offered. There are five (5) assistantships that currently exist and the number will not be increased, therefore additional funding will not be needed.

Equipment: No new equipment will be required.

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

Library: The University of Alabama libraries are well-equipped to support the proposed program, particularly with regards to the fact that the vast majority of students will complete the program by distance. The University of Alabama libraries maintain current subscriptions with greater than 100 e-journals based in food and nutrition subjects and maintain electronic access to archives of greater than 100 more such journals. This electronic access includes subscriptions to some of the top tier journals in the nutrition field, including The Journal of the Academy of Nutrition and Dietetics, Journal of Parenteral and Enteral Nutrition, The Journal of Nutrition Education and Behavior, and Nutrients. Additionally, all students have access to Interlibrary Loan.

Program Budget: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$1,773,887 will be available through tuition.

**Attachment 3
 Curriculum**

University of Alabama
 Master of Science in Human Nutrition

Course Number and Title	Number of Credit Hours	* If New Course
Required Program Core		
NHM 561 – Advanced Vitamin and Mineral Metabolism	3	
NHM 562 – Metabolism of Energy Nutrients	3	
NHM 555 – Maternal and Infant Nutrition or NHM 567 – Nutrition Support for the Critically Ill	3	
HES 509 – Research Methods	3	
CHS 525 - Biostatistics	3	
4 courses in required or free electives (2 must be from NHM-designated courses). NHM options include:		
NHM 550: Community Nutrition I	3	
NHM 551: Community Nutrition II	3	
NHM 556: Child and Adolescent Nutrition	3	
NHM 557: Childhood Obesity	3	
NHM 558: Nutrition in the Prevention and Treatment of Chronic Disease	3	
NHM 568: Nutrition for the Older Adult	3	
Thesis or non-thesis research hours*	3	

*Students would have the option to complete a thesis or non-thesis research project for their Capstone Experience (3 credits) or comprehensive exams. If they chose the exam path then, rather than having 3 thesis/non-thesis research hours, 15 hours total would be required in required or free elective courses with a total of 3 courses being from NHM-designated courses.

DECISION ITEM UA-2: University of Alabama, Master of Science in Rural Community Health (CIP 51.2208)

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 ultimate purpose of the program is to prepare students to be community health leaders in rural Alabama as health care providers. The immediate purposes of the program are to teach: 1) principles of rural public health as a basis for community health leadership, 2) characteristics of rural health concerns, 3) approaches to biomedical science study through biochemistry and other science courses, while 4) providing avenues for students to maintain close rural community ties and identities and 5) to form a supportive peer group. There are two groups of students targeted by this program: Rural Medical Scholars (RMS) and Rural Community Health Scholars (RCHS).

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

Mode of Delivery: All courses only will be offered on-campus.

Similar Programs: The following institutions offer similar programs at this level: UAB M.S. in Public Health and UAB Master of Public Health. The UA proposal states that neither of the programs at UAB have an emphasis on rural community health. Regarding other SREB states, the University of Arkansas – Little Rock offers a MPH, Concentration in Rural Public Health Practice, which targets individuals who are already working in the field of public health.

Collaboration: The University of Alabama School of Medicine (UASOM), based at UAB, through its Medical Education Committee, reviews and evaluates the RMS program in its entirety, including the MS degree element. Recruitment of applicants to the program involves visits to other institutions of higher education in Alabama, including contact with career advisors and faculty.

Resources: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$2,017,090 will be available through extramural funding and tuition.

Public Review: The program was posted on the Commission website from March 22 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. There is no other program in Alabama that focuses on rural health needs at the master's degree level.
2. RMSP has existed for 20 years and has demonstrated its effectiveness in producing primary care physicians for rural Alabama. The success of RCHS graduates (two-thirds of whom are African-American) to obtain health professional careers has been demonstrated.
3. A degree appropriately labeled as Rural Community Health will help identify graduates as having a specific set of skills that can open up employment opportunities in community health centers and public health agencies. The current degree provided to these students is in General Studies in Human Environmental Sciences.

4. There is a great need for health professionals overall, with an even greater need in rural areas. A degree in Rural Community Health addresses this particular need.

DECISION ITEM UA-2: University of Alabama, Master of Science in Rural Community Health (CIP 51.2208)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Rural Community Health degree.

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by June 9, 2019, 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 16, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2022-23 (five-year average) will be at least 15, 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.

The University of Alabama (UA) 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. University of Alabama program proposal, submitted February 3, 2017. 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
PROGRAM	Master of Science in Rural Community Health

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	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

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$305,000	\$305,000	\$305,000	\$305,000	\$305,000	\$1,525,000
TUITION	\$88,995	\$94,230	\$99,465	\$104,700	\$104,700	\$492,090
TOTAL	\$393,995	\$399,230	\$404,465	\$409,700	\$409,700	\$2,017,090

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	17	18	19	20	20	19
NEW ENROLLMENT HEADCOUNT	14	15	16	17	17	16
DEGREE COMPLETION PROJECTIONS	13	14	15	16	16	15

Attachment 2

Summary of Background Information

Master of Science in Rural Community Health
University of Alabama

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

Objectives: Upon completion of this program, graduates will be able to demonstrate understanding in the following areas:

- **Rural Health Concerns:** Students will demonstrate an understanding of health issues in rural communities tied to environment, occupation, culture, race/ethnicity, poverty, educational status, health care access and personal habits and how they differ from urban environments.
- **Health Policy & Planning:** Students will demonstrate an understanding of local, state and national health policy/planning and how they impact the health of rural populations.
- **Public Health Science:** Students will demonstrate an understanding of the basic public health sciences of biostatistics and epidemiology.
- **Biomedical Science:** Students will demonstrate an understanding of the principles of biochemistry and their application to health care.
- **Behavioral Science:** Students will demonstrate an understanding of basic principles of mental health.
- **Rural Public Engagement:** Students will learn to communicate with and learn from rural populations, including farmers, cooperative extension agents and rural health care providers.
- **Independent Research:** Students will demonstrate the ability to conduct independent research on rural health issues.

Assessment: The assessment process for the student learning outcomes entails: Papers/presentations in classes; b. Discussions in seminars/classes; and c. Non-thesis research project, which is a “capstone” project to demonstrate integration of information learned during the program. The proposal states that the assessment results will be reviewed by faculty annually and submitted to UA’s Office of Institutional Effectiveness. 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), is assessed. Graduates of the program are routinely followed as they progress in their careers and information is retained in an Excel spreadsheet.

Administration: The program will be administered by the UA College of Human Environmental Sciences, Milla Boschung, Dean; and by Department of General Studies, Mary Kay Meyer, 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). Three (3) votes were received, with all three recommending that the program be approved.

Accreditation: There is no accrediting body for this MS degree program.

Curriculum: The program will have the following requirements for completion:

Credit hours required in major courses	30 semester hours (sh)
Credit hours in required or free electives	N/A sh
Credit hours for thesis or dissertation*	N/A sh
Total credit hours required for completion	30 sh

Note: HHE 598 (Non-thesis Research) is to be a culminating exercise, expressing knowledge and methods learned during the Rural Medical Scholars/Rural Community Health Scholars/Master's degree program of study. It will provide evidence to program faculty that principles and topics learned throughout the curriculum are expressed in reports of the experience. The experience will be in the form of a research study.

There will be two concentrations, the Rural Medical Scholars and the Rural Community Health Scholars.

The concentrations provide some of the tools necessary for future rural Alabama physicians (Rural Medical Scholars) and other rural health care providers (Rural Community Health Scholars). The courses in the concentrations prepare students to lead in the development and maintenance of community health center practices and other health care practices.

Course	Credit Hour
Required for ALL Students in the Rural Community Health (MS)	
BSC 550 Biochemistry/Molecular Biology I	3
HHE 500 Rural Environmental & Occupational Health	3
HHE 526 Biostatistics	3
HHE 598 Non-thesis Research	3
CHS 527 Health Policy and Planning	3
Rural Medical Scholars Concentration	
CHS 522 Community Clinical Process I	3
HHE 542 Practical Issues in Behavioral Medicine	3
HHE 521 Clinical Epidemiology	3
CHS 590 Clinical Correlations in Biochemistry	3
CHS 532 Community Clinical Process II	3
Rural Community Health Scholars	
CHS 540 Rural Community Interaction I	3
NHM 561 Advanced Vitamins and Minerals	3
OR NHM 562 Metabolism of Energy Nutrients	3
HHE 521 Basic Epidemiology	3
CHS 530 Stress Management	3
CHS 541 Rural Community Interaction II	3

Collaboration: The University of Alabama School of Medicine (UASOM), based at UAB, through its Medical Education Committee, reviews and evaluates the RMS program in its entirety, including the MS degree element. Recruitment of applicants to the program involves visits to other institutions of higher education in Alabama, including contact with career advisors and faculty.

Distance Education: All courses will be offered on-campus classes only. That is, 0 percent of the total program will be provided by distance education. One of the purposes of this degree is for students to form a supportive peer group as they go forward to professional school. This would not be possible in a distance education format.

Admissions: The academic requirement for admission as RMS is an MCAT score of 495 or higher or an ACT score of 24 or higher and an undergraduate GPA of 3.2 or higher. For RCHS the undergraduate GPA must be 3.0 or higher; otherwise a qualifying GRE score is required. The non-thesis research takes the place of a comprehensive exam. Graduate GPA requirements are set by the UA Graduate School.

Need: Much of rural Alabama is a federally-designated Health Professional Shortage Area. The rural health care workforce, particularly physicians, is aging and nearing retirement without adequate replacements. The acute and chronic disease burden in rural areas is greater than in urban areas. Traditional urban-based medical schools do not produce sufficient numbers of primary care physicians for rural communities. Rural medical education programs, such as RMS, have been demonstrated nationally to be effective in producing rural physicians. There are shortages of every kind of health professional in rural Alabama.

Projections for primary care physicians and nurses were obtained from the Alabama Rural Health Association and the Robert Graham Center. Sixty of Alabama’s 67 counties are classified as having a shortage of primary care physicians. To eliminate shortage designations and to provide optimal care, Alabama needs an additional 130 to 400 primary care physicians. More than half of all active primary care physicians in Alabama are aged 50 years or more, so more physicians are needed to replace those who will be retiring. More are also needed due to an aging population and population growth. The same is true in the SREB region. Six of the top 10 states facing the biggest physician shortages are SREB states.

From a study by Georgetown University, Center on Education and the Workforce, McCourt School of Public Policy, it is estimated that the economy will create 1.6 million job openings for nurses through 2020 and the U.S. will face a shortfall of 193,000 nursing professionals. For Alabama, the nursing shortage is estimated to be about 2,000.

The Bureau of Labor Statistics estimated nationally a need for 94,400 physician assistants in 2014 with a projected increase of 30 percent over the next 10 years. Similarly, there was a need for 170,400 nurse practitioners and advanced nursing graduates in 2014 with a 31 percent increase projected. There is an even greater need for physical therapists.

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	265	255	245	235	225	1,225
SREB	1,000	1,000	1,000	1,000	1,000	5,000
Nation	5,000	5,000	5,000	5,000	5,000	25,000

Note: MD is used in the projection, since the MS degree students are mostly being prepared for medical school to address physician shortages (particularly in rural Alabama). The projections are the number of primary care physicians needed in rural areas to alleviate shortages. “Local” refers to West Alabama.

Student Demand: The RMS program has been in existence since 1996 with an average enrollment of 10 students per year. Enrollment is capped by UASOM at 12 currently. Expansion may be possible with new admissions models being explored. RHCS has averaged 8 students per year since 2009. Given the current staffing of the program, it is projected for the next 5 years that total enrollment (RMS plus RCHS) will continue to be capped at 18-20 students per year. This is without active recruitment of RCHS; if the program was more widely advertised, the demand would be greater than current faculty capacity can handle.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 10

Part-time: 1

Support Faculty

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years

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 for the proposed program.

Fellowships and Assistantships: Current funding allows for the hiring of three (3) graduate research assistantships.

Equipment: No new equipment will be required.

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

Library: The Health Sciences Library in the College of Community Health Sciences along with other UA libraries have access to all library support materials needed by the students. These resources include journals such as the American Journal of Public Health and the Journal of Rural Health. Textbooks are available in the fields of biostatistics, epidemiology, rural health, environmental/occupational health, biochemistry, etc. The libraries have access to the National Library of Medicine and multiple web-based search engines such as PubMed for literature searches.

Program Budget: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$2,017,090 will be available through extramural funding and tuition.

**Attachment 3
 Curriculum**

University of Alabama
 Master of Science in Rural Community Health

Course Number and Title	Credit Hours	* If New Course
HHE 500 – Rural Environmental & Occupational Health	3	
CHS 522 – Community Clinical Process I or CHS 540 – Rural Community Interaction I	3	
BSC 550 – Biochemistry	3	
HHE 526 – Biostatistics	3	
HHE 542 – Practical Issues in Behavioral Medicine or CHS 530 – Stress Management	3	
HHE 521 – Clinical Epidemiology or Basic Epidemiology	3	
CHS 532 – Community Clinical Process II or CHS 541 – Rural Community Interaction II	3	
CHS 590 – Clinical Correlations in Biochemistry or NHM 561 – Advanced Vitamins and Minerals	3	
CHS 527 – Health Policy & Planning	3	
HHE 598 – Non-thesis Research	3	

DECISION ITEM UA-3: University of Alabama, Master of Arts in Instructional Technology (CIP 13.0501)

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's in Instructional Technology is an online degree program for individuals who wish to increase their understanding of technology's role in teaching, learning, design, and training, as well as application to enhance technology use in teaching and learning. This program does not lead to teacher certification (licensure) by the State of Alabama. This online degree is designed to prepare individuals in the state, nation, and the world to use current and emerging technologies and instructional strategies to create effective learning environments. The degree prepares individuals for positions in instructional technology, educational technology, instructional design, and training in business and industry. Additionally, the degree provides a bridge to doctoral education that focuses on research in the field.

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

Mode of Delivery: All courses will be delivered on-line.

Similar Programs: Based on a search of ACHE-approved degree programs using CIP code 13.0501, there is one master's level program in the state, a degree in Instructional Technology at Auburn University Montgomery. The University of South Alabama and Alabama State University have similar programs to an extent, at another CIP code and under other degree names.

Collaboration: The University of Alabama states that it has not identified possible program collaborations with other institutions, but that they are open to explore opportunities if they arise in the future. Within UA, it is planned to explore opportunities for collaboration with the Library System (i.e., Maker Spaces, Media Center) and the College of Continuing Studies.

Resources: The proposal projected that \$30,000 in new funds will be required to support the proposed program. A total of \$186,069 will be available through tuition.

Public Review: The program was posted on the Commission website from March 22 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The program will have two strands designed to meet the needs of both instructional designers and P-12 teachers. In other words, graduates of the program will be prepared to work as instructional technologists in P-12 schools, college, and universities, or as instructional designers and training specialists in corporate settings.
2. Students in the program will have the ability to take diverse, elective courses outside the College of Education, including but not limited to, courses in Gender and Race Studies (Arts & Sciences) which address the digital divide and courses that focus on Emergent Media (Communications & Information Sciences).
3. The University of Alabama has a well-established Ph.D. program in Instructional Leadership, with an emphasis in Instructional Technology. The Instructional Technology (M.A.) program provides a path to doctoral study should students choose to pursue a terminal degree.

DECISION ITEM UA-3: University of Alabama, Master of Arts in Instructional Technology (CIP 13.0501)

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

Staff Recommendation: That the Commission approve the proposed Master of Arts in Instructional Technology degree.

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by June 9, 2019, 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 2022-23 (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 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.

The University of Alabama (UA) 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. University of Alabama program proposal, submitted February 3, 2017. 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
PROGRAM	Master of Arts in Instructional Technology

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	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	\$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	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$23,121	\$27,525	\$38,535	\$48,444	\$48,444	\$186,069
TOTAL	\$23,121	\$27,525	\$38,535	\$48,444	\$48,444	\$186,069

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	10	14	17	17	13
NEW ENROLLMENT HEADCOUNT	8	3	7	10	10	8 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	3	6	8	8	6

Attachment 2

Summary of Background Information

Master of Arts in Instructional Technology
University of Alabama

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

Objectives: Graduates of the Instructional Technology (M.A.) program at the University of Alabama will be able to:

- Use a range of technologies to communicate and collaborate.
- Design and develop interactive multimedia and web-based applications that advance learning.
- Apply technology to meet the needs of diverse populations.
- Implement professional development and training.
- Plan, manage and evaluate technology projects, products, services, and learning environments.
- Explore, evaluate, synthesize, and apply methods of inquiry to enhance pedagogy, learning, and performance.
- Use reflection, critical thinking, research, and theory to make sound decisions regarding technology and learning, advocate for change, and build program support.

Assessment: The University of Alabama's College of Education has an ongoing assessment system for evaluating all programs and students in the College of Education, which is also part of the institutional assessment process. Students are assessed at three major points: Program Entry, Program Progression and Program Completion.

For the online Instructional Technology (M.A.) program, these points are measured in the following ways:

- Program Entry: Students will be assessed for program admission using a graduate entrance examination score, previous GPA, technology knowledge and skills, and dispositions.
- Program Progression: Students will be assessed throughout the program through course activities and projects on student learning outcomes.
- Program Completion: Students will be assessed on learning outcomes with a capstone project and digital portfolio.

The learning outcomes that will be assessed with the capstone project and digital portfolio are:

- Use a range of technologies to communicate and collaborate.
- Design and develop interactive multimedia and web-based applications that advance learning.
- Apply technology to meet the needs of diverse populations.
- Implement professional development and training.
- Plan, manage and evaluate technology projects, products, services, and learning environments.
- Explore, evaluate, synthesize, and apply methods of inquiry to enhance pedagogy, learning, and performance.
- Use reflection, critical thinking, research, and theory to make sound decisions regarding technology and learning, advocate for change, and build program support.

The student assessment data will be shared among the faculty so that any necessary actions can be taken and to insure students are successfully meeting the outcomes. The data will provide opportunities for faculty to determine the extent to which the goals and learning outcomes of the program are being met and what curriculum changes may be necessary.

The assessment staff, department chair and faculty collect program data each semester. At the course level, the professors enter data into a departmental database, which the assessment staff then aggregates into the College's database. The assessment staff disseminates the data at the end of each semester to the program coordinators, who review the data with program faculty. If changes in the program are needed, the faculty and relevant stakeholders make the changes, which are then sent to the Academic Issues Committee (comprised of faculty and administrative staff) and the Leadership Council (comprised of department heads and deans) who approve the changes.

An annual review of graduates will be completed. Data collected will include employment outcomes and success in graduate programs.

Administration: The program will be administered by the UA College of Education, Peter Hlebowitsh, Dean; and by Department of Educational Leadership, Policy, and Technology Studies, Claire Major, 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). Three (3) votes were received, with all three recommending that the program be approved.

Accreditation: There is no accrediting body for this MA degree program.

Curriculum: The program will have the following requirements for completion:

Credit hours required in major courses	21 semester hours (sh)
Credit hours in support courses	N/A sh
Credit hours in required or free electives	9 sh
Credit hours for Thesis or Dissertation	N/A
Total credit hours required for completion	30 sh

Collaboration: The University of Alabama states that it has not identified possible program collaborations with other institutions, but that they are open to explore opportunities if they arise in the future. Within UA, it is planned to explore opportunities for collaboration with the Library System (i.e., Maker Spaces, Media Center) and the College of Continuing Studies.

Distance Education: All courses will be delivered on-line. That is, the program is 100 percent online.

Admissions: There are no special admission requirements beyond what the graduate school requires.

Need: This degree is intended to prepare individuals in instructional technology, educational technology, instructional design, and training in business and industry. While this online degree will appeal to students nationwide, there are critical areas of need in the State of Alabama, of which we will focus on. Next we identify several areas of potential student demand and the need for a program of this kind.

There are 129 school system/district technology coordinators in Alabama. Many of them have technical backgrounds, but not necessarily the pedagogical training needed for their current job responsibilities. An online program (such as what is being proposed) will appeal to district technology coordinators.

In addition, Alabama's Virtual School Act (Act 2015-89) requires each local board of education to adopt a policy for providing a virtual school for eligible students in grades nine to twelve. This will require additional training in the design, development, and implementation of a virtual school plan. Our program will provide instruction aligned with training school system employees to meet this mandate.

Further, Alabama’s 2020 plan calls for integration of technology and implementation of 21st century learning skills throughout all grade levels and content areas. Technology helps students to think creatively, innovatively, and critically. This proposed master’s degree can help prepare teachers with technological, pedagogical, and content knowledge (TPACK) necessary to help Alabama’s students prepare to participate in a global economy. Such expectations are repeated throughout the United States.

Finally, based on the Bureau of Labor Statistics Occupational Outlook for Instructional Coordinators, there is a projected seven percent growth from 2014-2024 in terms of job growth in this field. This results in 10,500 additional jobs in the next ten years for this field. Over this same period, seven percent job growth is also projected for training and development specialists (18,900 new jobs) and training and development managers (2,300 jobs).

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	5	5	5	5	5	25
State	130	130	130	130	130	650
SREB	700	700	700	700	700	3,500
Nation	3,170	3,170	3,170	3,170	3,170	15,850

These are estimates based on faculty expertise/knowledge related to current numbers/job growth articulated from Bureau of Labor Statistics, Burning Glass Technologies (a human capital data analytics firm), and Indeed Job Search.

It is also noteworthy that according to Education Advisory Board (EAB) research, colleges and universities represent the industry with the greatest demand for master’s level instructional technology professionals and account for 42 percent of job opportunities. Additional job opportunities are available in industry, which seeks instructional technology professionals to develop employee training and professional development. Other positions in demand include technology coaches, digital media and game designers, technology liaisons and coordinators.

Student Demand: A survey was conducted with all graduates of the Instructional Leadership (PhD) program with a concentration in Instructional Technology for whom we had email addresses. They were contacted by email and asked to complete a survey that asked their opinions concerning the proposed master’s program. Eighty-two students were contacted and 30 responded for a 37 percent return rate. Survey responses indicated:

- Fifty percent of the respondents stated that had the online technology master’s degree been offered at the University of Alabama at the time they were pursuing a master’s degree, they would have enrolled in the online program. Those that said they would not have pursued the online technology master’s degree were pursuing degrees in areas dictated by their jobs or specialized areas such as engineering.
- One-hundred percent of the respondents agreed that an online master’s degree in technology would be valuable at the University of Alabama.
- Many of the respondents knew of individuals interested in pursuing the degree. They estimated about 30 are looking for a similar program and many more who would most likely be interested.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 4

Part-time: 0

Support Faculty

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 2

While there is no need to hire new tenure track faculty for the proposed program, there will be a need to hire adjuncts to teach the undergraduate courses currently being taught by one of our faculty members. The adjuncts will be required to have an earned doctorate in a technology related field and have experience and training in teaching online courses.

Support Staff: No additional support staff will be needed for the proposed program.

Fellowships and Assistantships: No assistantships/fellowships will be offered.

Equipment: No new equipment will be required.

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

Library: Access to Library Collections - Online access to the University of Alabama library collections is available to all enrolled students, through the web portal located on the library's website. Access is controlled through the use of MyBama credentials.

The major Library of Congress Subject Heading (LCSH) for the field of Instructional Technology is "Educational Technology." Other relevant subject terms include "Instructional Systems - Design, human-computer interaction, computer-assisted instruction, web-based instruction, curriculum planning, and blended learning."

A holding count in the UA Libraries (using Scout, the Libraries' Discovery tool) indicates the collection contains approximately 3,096 printed monographs and 711 electronic books with the Library of Congress Subject Headings listed above.

Educational Technology - 668 printed monographs; 222 electronic books

Blended Learning - 15 printed monographs; 10 electronic books

Computer-assisted instruction – 1,151 printed monographs; 131 electronic books

Instructional systems--Design - 103 printed monographs; 18 electronic books

Human-computer interaction - 220 printed monographs; 275 electronic books

Curriculum planning - 876 printed monographs; 19 electronic books

Web-based instruction - 63 printed monographs; 36 electronic books

Periodicals: Using the Ulrich's Periodical Directory database, a comprehensive database of serial titles, a search was conducted with the subject keyword terms "instructional design" OR "educational technology" OR "computer assisted instruction" OR "blended learning" OR "human computer interaction," limiting the

results to active titles, English only, journal serial type, and academic/scholarly content. Twenty-nine unique titles were identified.

Additionally, a search was conducted in two EBSCO databases (ERIC and Education Full Text) with the subject phrase “educational technology.” Forty-three additional journals were identified. Of the total 72 journals, UA Libraries have subscriptions to 46 of the titles or 64 percent.

Program Budget: The proposal projected that \$30,000 in new funds will be required to support the proposed program. A total of \$186,069 will be available through tuition.

**Attachment 3
Curriculum**

University of Alabama
Master of Arts in Instructional Technology

Proposed courses for Instructional Technology (M.A.) Program:

Course	Credit Hours
AIT 531 - Fundamentals and Tools of Instructional Technology	3
AIT 532 - Instructional Technology Design	3
AIT 533 - eLearning (Online Learning)	3
AIT 534 - Issues and Trends in Instructional Technology	3
AIT 535 - Adaptive and Assistive Technologies	3
AIT 536 - Assessment and Evaluation in Instructional Technology	3
AIT 537 - Game-Based Learning	3
AIT 538 - mLearning	3
AIT 539 - Special Topics in Instructional Technology	3
AIT 540 - Technology Project Management and Budgeting	3
AIT 541 - IT Leadership and Administrative Technology	3
AIT 589 - Instructional Technology Research and Product Development	3

DECISION ITEM UA-4: University of Alabama, Master of Public Health in Health Education and Promotion (CIP 51.2201)

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 Master of Public Health (M.P.H.) degree program in Health Education & Promotion in the College of Human Environmental Sciences will provide a high quality, student-oriented, and health equity focused curriculum designed to deliver core public health competencies that emphasize the application of health education & promotion.

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

Mode of Delivery: The proposed M.P.H. degree program in Health Education and Promotion will be delivered in its entirety as an on-campus (in-person) modality and as an online (distance education) modality.

Similar Programs: According to the proposal, while there are M.P.H. programs in Alabama [e.g., University of Alabama at Birmingham (UAB) and Samford University], they do not provide degree programs or extensions in health education & promotion. UAB provides several extensions in its M.P.H. program, but does not have one in health education and promotion. Additionally, the proposed program is not the same as the UAB MAEd Community Health and Human Services program.

The proposal also states that online M.P.H. programs are provided by non-residency based universities in Alabama by Virginia College, Capella University, Walden University, and George Washington University. However, all of these are generalist M.P.H. programs without degree programs or extensions in health education and promotion.

Collaboration: The Department of Health Science has explored potential collaborations with the University of Alabama-Birmingham's School of Public Health Dean and program faculty. UAB indicated support for the proposed M.P.H. program at UA. While there is no monetary or faculty support needed from UAB for the proposed program, the UAB School of Public Health is interested in supporting the UA program's Public Health Scholars series (e.g., arranging bus transportation for its students and faculty for presentations in Tuscaloosa) among other events. Other forms of collaborations with UAB and other institutions will be explored. Potential collaborations may include grant-writing efforts, externally funded projects, and peer reviews for different aspects of the program.

Resources: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$1,170,680 will be available through tuition.

Public Review: The program was posted on the Commission website from March 22 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The employment outlook for M.P.H. graduates with health education & promotion education/training is strong.

2. The proposed M.P.H. degree program in Health Education and Promotion is not offered in the M.P.H. programs at UAB or Samford University. Without duplicating other programs, the M.P.H. degree would provide another choice for students to consider in public health.
3. The proposed M.P.H. degree program in Health Education and Promotion would establish a linkage between the Department of Health Science's bachelor and doctoral programs.
4. Several indicators point to a need for continued public health efforts in the State of Alabama. These indicators included the following: inadequately educated/trained public health workforce, health inequities, overall poor health status of the state, children's poor health outcomes, and limited availability and access to health care for many citizens. Graduates of the proposed M.P.H. degree program in Health Education and Promotion would be helpful to addressing these issues and future related problems.

DECISION ITEM UA-4: University of Alabama, Master of Public Health in Health Education and Promotion (CIP 51.2201)

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

Staff Recommendation: That the Commission approve the proposed Master of Public Health in Health Education and Promotion.

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by June 9, 2019, 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 13, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2022-23 (four-year average) will be at least 12, 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.

The University of Alabama (UA) 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. University of Alabama program proposal, submitted February 3, 2017. 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
PROGRAM	Master of Public Health in Health Education and Promotion

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	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

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$110,115	\$229,015	\$256,050	\$278,395	\$297,105	\$1,170,680
TOTAL	\$110,115	\$229,015	\$256,050	\$278,395	\$297,105	\$1,170,680

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	11	23	26	29	31	24
NEW ENROLLMENT HEADCOUNT	11	12	13	14	15	13 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	10	11	12	14	12

Attachment 2

Summary of Background Information

Master of Public Health in Health Education and Promotion
University of Alabama

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

Objectives: Graduates of the M.P.H. degree program in Health Education & Promotion will demonstrate:

- Thorough understanding and comprehension of fundamental public health knowledge;
- Public health competencies/skills that are informed by the public health core knowledge areas and cross-cutting and emerging public health areas (e.g., skills pertaining to data collection, leadership, team development, communication, cultural competency, systems thinking);
- Ability to assess needs, resources, and capacity for health education & promotion;
- Knowledge and skills in planning and implementing health education/promotion;
- Ability to conduct evaluation and research related to health education & promotion;
- Knowledge and skills in administering and managing health education & promotion; and
- Ability to serve as a health education & promotion resource person and communicate, promote, and advocate for health, health education& promotion, and the profession.

Assessment: 1. An assessment process for the student learning outcomes – UA states that it will measure and report the student learning outcomes that were outlined in this proposal. The assessment results will be reported annually to faculty and the Office of Institutional Effectiveness, as required by UA. All students will be assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Education for Public Health as well as the competencies for health education specialists for which the Certified Health Education Specialist exam assesses.

A measurement benchmark will be set by the program for each competency. An assessment score at or above that benchmark will be considered by the program to represent mastery of that particular competency. Input from the faculty will be obtained regarding the development/finalization of the learning outcomes, measures, targets, findings, and action plans. The proposed program offers many assessment points, including the comprehensive exam, thesis, research papers, and a culminating experience. The on-campus and online program coordinators will organize and conduct the assessment which will use the Taskstream AMS platform. The assessment results will be used to monitor the program and make improvements and adjustments as needed.

2. 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). Employment and other information will be obtained from program graduates on an annual basis. The Department of Health Science is in the College of Human Environmental Sciences, which conducts an annual survey of graduates from the college. The proposers will use the employment survey to track program graduates for employment and skills-related information. The College encourages departments to provide additional questions for the survey that may be helpful to them. The program faculty will meet to consider potential items for the proposed program.

The proposers will also develop a database for use at the program level and to conduct additional surveys and follow-ups as needed. UA states that they may use this as an opportunity to attain additional

employment information. UA will ensure the graduates' information is up-to-date and that they are aware of their accomplishments and other important information that should be tracked and acknowledged.

Administration: The program will be administered by the UA College of Human Environmental Sciences, Milla Boschung, Dean; and by Department of Health Science, David A. Birch, 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). Three (3) votes were received, with all three recommending that the program be approved.

Accreditation: The proposed M.P.H. degree program in Health Education and Promotion will seek accreditation from the Council on Education for Public Health (CEPH), which is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health.

CEPH accreditation allows students to be eligible to sit for the Certification in Public Health (CPH) exam and remain eligible for the Certified Health Education Specialist (CHES) exam. In addition, attaining CEPH accreditation will provide additional employment and training opportunities that are only open to graduates of CEPH-accredited public health schools or programs.

Curriculum: The program will have the following requirements for completion:

Credit hours required in major courses	36 semester hours (sh)
Credit hours in required or free electives	6 sh
Credit hours for thesis or dissertation	0 sh
Total credit hours required for completion	42 sh

Collaboration: The Department of Health Science has explored potential collaborations with the University of Alabama-Birmingham's School of Public Health Dean and program faculty. UAB indicated support for the proposed M.P.H. program at UA. While there is no monetary or faculty support needed from UAB for the proposed program, the UAB School of Public Health is interested in supporting the UA program's Public Health Scholars series (e.g., arranging bus transportation for its students and faculty for presentations in Tuscaloosa) among other events.

Other forms of collaborations with UAB and other institutions will be explored. Potential collaborations may include grant-writing efforts, externally funded projects, and peer reviews for different aspects of the program. UA states that at this time, there is not a plan to collaborate with other institutions as all coursework necessary for successful implementation of this program is currently in place. However, collaboration with other programs and institutions will be explored in the future.

Distance Education: The proposed M.P.H. degree program in Health Education & Promotion will be delivered in its entirety as an on-campus (in-person) option and as an online (distance education) choice. On-campus program students will be able to take all of their courses on campus (although online options for course electives may be considered). Distance education students will be able to complete the entire program online, including required and elective courses.

All of the required courses (100 percent) for the proposed M.P.H. program will be delivered both on-campus and online. Both instructional delivery methods provide several electives as well. Thus, an on-campus student would be able to take all of the required courses and electives on campus (in-person). Similarly, a distance education student would be able to take all of the required courses and electives online.

Admissions: The program has no special admission requirements and adheres to the policies established by UA's Graduate School.

Need: Several indicators point to a need for continued public health efforts in the State of Alabama; among these is a better trained public health workforce. Findings from an earlier 2001 study of public health workers in Alabama suggested a strong need for training in essential public health services (Chauvin, Anderson, Bowdish, 2001). A subsequent report from the Institute of Medicine (Gebbie, Rosenstock, Hernandez, 2003), *Who Will Keep the Public Healthy? Educating Public Health Professionals in the 21st Century*, highlighted the need to train the public health workforce across the country. While this need was especially critical in public health departments and agencies, the need was prevalent in other public health settings, too. Although there has been improvement since the 2003 Institute of Medicine (IOM) report, the need persists (Ratcliff, AHAC, 2016). Approximately 80 percent of public health workers lack specific public health training. Providing the public health workforce with well-trained professionals through the proposed M.P.H. program could help meet the overall public health workforce needs of Alabama.

Recently, the Alabama Health Action Coalition (AHAC) emphasized the need to reduce health disparities and improve health outcomes in diverse communities in Alabama (Ratcliff, AHAC, 2016). AHAC, a group of healthcare, business, political, and community leaders collaborating to explore health issues that affect the people of Alabama, highlighted the need for culturally competent services and care, as well as greater workforce diversity, in efforts to reduce health inequities. This need was supported in the findings of a national study on public health workforce issues (Sellers, Leider, Harper, et al., 2015). The proposed M.P.H. program would help address this important issue. This is also consistent with the Alabama Department of Public Health's "State Partnership Initiative to Address Health Disparities" which aims to expand and create health policies and specific strategies to (ADPH, 2016).

In addition to providing a better trained public health workforce in Alabama and reducing health inequities, there is a need to improve the overall health status of the state. Alabama has the highest percentage of adults with high blood pressure (41.3 percent) (Centers for Disease Control and Prevention - CDC, 2011). It is one of three states with the highest obesity rates among adults (35.6 percent) (CDC, 2015). It ranks the highest in the nation for individuals with high cholesterol (44 percent). Diabetes (11.8 percent) is another health issue in Alabama (CDC, 2014). Graduates of the proposed M.P.H. degree program in Health Education & Promotion could help improve the overall health status of the state.

A statewide community health needs assessment was conducted in Alabama in 2013 (Children's of Alabama 2013). When the findings were compared to national data, Alabama ranked below the national average for 11 of 16 indicators: obesity, asthma, preventable child deaths, teen deaths by accident, suicide or homicide, children with special health care needs, mental health, infant mortality, preterm births, low and very low birth weight babies, and teen pregnancy. The proposed M.P.H. program would train graduates, many of whom would address several of these issues. One faculty member in the Department of Health Science is currently conducting research and leading initiatives to address the health of children, including the Whole School, Whole Community, Whole Child model (Birch & Videto, 2015).

Limited availability and access to health care services across the State of Alabama has implications for increased public health attention. All of Alabama's counties contain federally designated medically underserved areas or populations and 64 of the 67 counties are designated as health professional shortage areas (ADPH 2015; Health Resources and Services Administration - HRSA 2016). Of the 67 counties, 55 are considered rural (ADPH 2015; HRSA; 2016); rural residency is associated with poorer health outcomes and barriers to care (ADPH 2016). Furthermore, approximately 14.5 percent of Alabama residents do not have health insurance (Gallup, 2015). Collectively, these health care issues are associated with poor health outcomes and disparities, and illustrate the need for continued public health and health education & promotion efforts in Alabama. The proposed M.P.H. program can help address these needs.

The curriculum of the proposed M.P.H. program is consistent with the Alabama Department of Public Health (ADPH) 2015-2016 Strategic Plan (ADPH 2016). The ADPH's efforts focus on five priority areas: increase use of technology and data for purposes of evaluation, assurance and assessment capabilities; improve access to care; develop a marketing /communications/ branding strategy; improve nutrition and

increase physical activity; and strengthen mental health and substance abuse infrastructure and interventions (ADPH 2016). The proposed M.P.H. program covers education, research, and training that address these topics.

Based on the State's needs indicated above, the proposed program would address current and future health related problems. The program would be the only M.P.H. degree program in Health Education and Promotion in the state. According to Woodhouse et al. (2015, p. 260), the dual foundations (public health and health education/promotion) in this type of program provide unique opportunities to meet the training needs of the public health workforce. The program's emphases will build expertise that would be helpful to addressing various statewide public health issues and at multiple levels of intervention.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	15	15	15	15	15	75
State	60	60	60	60	60	300
SREB	4,460	4,460	4,460	4,460	4,460	22,300
Nation	11,630	11,630	11,630	11,630	11,630	58,150

The employment outlook overall for M.P.H. graduates with Health Education & Promotion education and training is strong. Over the next several years the public health workforce is projected to be well above the national average (U.S. Bureau of Labor Statistics, 2016). The employment of health educators, specifically, is projected to grow by 21 percent from 2012 to 2022, which is faster than the average for all occupations (U.S. Bureau of Labor Statistics, 2016).

Student Demand: Various sources were used to determine student demand and enrollment projections. Sources included current and prospective student feedback, patterns of enrollment, and accreditation demands for students.

Student Feedback -- The professional and curriculum benefits of the proposed M.P.H. program are evidenced by feedback attained from current students of and prospective applicants to the existing M.A. in Health Studies program. Results from a previous semi-structured group discussion conducted with students in the current program indicated that one of their primary concerns was employment competition with graduates from M.P.H. degree programs. This concern has been echoed among potential applicants to the current program who, in addition to asking "What is Health Studies?" or "Is it Public Health?" have asked faculty whether it would be to their advantage to pursue a degree elsewhere in Public Health. Upon finding out the existing M.A. in Health Studies program is not a public health program, many prospective students have decided not to apply to the program or withdrew their applications from consideration. These accounts have been shared by program faculty members, the M.A. in Health Studies program coordinators, and by the Department Chair.

Patterns of Enrollment -- The proposed M.P.H. program would increase student interest and subsequent enrollment, potentially in all three programs in the Department of Health Science: B.S. in Public Health, the proposed M.P.H. degree program in Health Education & Promotion, and the Ph.D. in Health Education & Promotion. Departments across the country, especially among those which were later accredited by the Council on Education for Public Health, experienced increases in student applications and enrollment with M.P.H programs (CEPH, 2016). A local example is the University of Alabama at Birmingham (UAB) whose graduate enrollment increased from 405 to 459 in 2012 and 2014, respectively. Student enrollment in public health programs, overall, has been dramatic (Rosenstock, Helsing, Rimer, 2011). Growth in student interest and recognition of the program's value is expected to continue along with subsequent growth in public health programs (The Association of Schools of Public Health - ASPH, 2014; Rosenstock et al., 2011).

Another indicator of student need for the proposed program is continued growth in the development of online M.P.H. degree programs. About 32 percent of all students currently in college are enrolled in at least one online course (Allen and Seaman, 2012). Numerous schools of public health offer distance learning classes or programs, of which more than 75 M.P.H. programs are CEPH-accredited. Most programs are not CEPH-accredited; less than 1,300 graduates per year come from accredited programs, though the number of graduates from non-accredited programs is not known (The Association of Schools of Public Health - ASPH, 2010).

Accreditation Needs – Not having accreditation has deterred some prospective students from applying to the current program. If the proposed M.P.H. program is approved, we will seek accreditation from the Council on Education for Public Health (CEPH), which would meet a student demand.

Establishing the proposed M.P.H. program at UA could insure that Health Education & Promotion students can continue taking the Certified Health Education Specialist (CHES) exam. The pass rate for the CHES exam for students and graduates of the M.A. in Health Studies program at the University of Alabama has exceeded the national average for the past several years. Yet, a significant, forthcoming change in the eligibility requirements for CHES would require individuals to be students or graduates of an accredited program. If approved, the change may go into effect over the next few years. M.P.H. programs can establish a foundation for meeting this accreditation requirement.

In addition to the CHES exam, students in the proposed M.P.H. program would be eligible to take the Certified in Public Health (CPH) Exam. The CPH exam is administered by the National Board of Public Health Examiners (NBPHE). Only graduates of CEPH-accredited schools are eligible to take the exam (NBPHE 2016). Some federal and state level jobs, as well as fellowship opportunities, are limited to CPH applicants. The proposed M.P.H. program could establish a foundation for meeting this qualification through eventual CEPH accreditation.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 8

Part-time: 8

Support Faculty

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years

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 for the proposed program.

Fellowships and Assistantships: No new assistantships/fellowships will be offered.

Equipment: No new equipment will be required.

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

Library: Most library sources that pertain to the proposed program can be obtained online. The University has an advanced technology system that allows students to access numerous, relevant online databases

(e.g., PubMed, Medline, ERIC, SocINDEX, PsycInfo, etc.), borrow and renew items electronically, access course reserves, request special materials, use various software and equipment, and conduct and review various publications and materials. Requests can be made to use the research data management and curation resources that are available. Students and faculty may also reserve presentation practice rooms and group study rooms. There are five libraries on campus: Gorgas Library (the main library, which is used by most students and programs), Bruno Business Library, Hoole Special Collections Library, McLure Education Library, and the Rodgers Library for Science Engineering. The Department of Health Science maintains several discipline specific periodicals that students may access.

Program Budget: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$1,170,680 will be available through tuition.

**Attachment 3
 Curriculum**

University of Alabama
 Master of Public Health in Health Education and Promotion

Course Number and Title	Number of Credit Hours	* If New Course
HHE 515 Advanced Foundations of Health Promotion	3	
HHE 520 Theories of Health Behavior	3	
HHE 530 Health Promotion Techniques	3	
HHE 565 Planning Health Education & Promotion Programs	3	
HHE 566 Program Evaluation in Health Education & Promotion	3	
HHE 506 Techniques of Research	3	
HHE 521 Basic Epidemiology	3	
HHE 526 Biostatistics	3	
Advanced Foundations of Public Health	3	*
Environmental Health Students must <u>select one course</u> from the following: o HHE 586 Environmental Health Promotion o HHE 500 Rural Environmental and Occupational Health o HHE 446 Environmental Health	3	
Community/Participatory Approaches and Culture/Diversity Students must <u>select one course</u> from the following: o HHE 587 Diversity o HHE 603 Community-based Participatory Research o HHE 603 Addressing Health Equity through Health Promotion	3	
Application and Practice Students must <u>select one course</u> from the following: o Internship in Health Education & Promotion o Culminating Experience in Health Education & Promotion o HHE 599 Non-Thesis Research o HHE 596 Independent Study	3	* *
Approved Electives (Minimum of 6 credit hours) Electives may include but are not limited to the following: o Courses listed above which were not taken to fulfill a requirement o HHE 504 Health Coaching o HHE 588 Sexual Education: Theory & Practice o HHE 589 Women and Health o Other courses, with M.P.H. Program approval	6	
TOTAL HOURS	42	

DECISION ITEM UA-5: University of Alabama, Master of Science in Consumer Sciences (CIP 19.0401)

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 program prepares students in the areas of Consumer Economics and Family Financial Planning and Counseling to advance knowledge in this discipline, which will improve the lives of the people of the state, the nation and the world through the dissemination of knowledge that will help families make better financial decisions during their lifetimes. For students desiring to continue to a Ph.D. degree, it is strongly preferred by other institutions that their transcripts reflect the Consumer Sciences focus of their degree.

Students graduating from this Consumer Sciences (MS) program will be able to pursue post-graduate professional degree programs in the areas of Consumer Economics, Family Financial Planning and Counseling, and Law. They will also be prepared for careers in financial planning, banking, insurance, investments, estate planning, consumer advocacy, public policy, and consumer economics.

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

Mode of Delivery: The courses in the Master of Science in Consumer Sciences will continue to be delivered both in the classroom and online (as they have been delivered as part of the Master of Science in Human Environmental Sciences).

Similar Programs: There are no similar programs offered at this level in Alabama according to the ACHE Academic Program Inventory. There are several (16) master's degree programs in the area of consumer economics or financial planning in other SREB states.

Collaboration: UA does not currently collaborate with any other institutions regarding this area. However, the Department would be open to areas of collaboration in the future.

Resources: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$544,995 will be available through tuition.

Public Review: The program was posted on the Commission website from March 22 until April 11 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. There is strong student demand already based on the number of students enrolled in the Master of Science in Human Environmental Sciences with a curriculum plan in Consumer Sciences.
2. According to the Bureau of Labor Statistics (BLS), the job outlook from 2014-2020 is projected at 30 percent nationally, growing faster than the average for all occupations. The BLS estimates that there will be 73,900 new positions added between 2014 and 2024. As the U.S. population continues to age and life expectancies continue to increase, the demand for financial planning and related services should increase.
3. According to industry outlooks, only 4 percent of financial advisors are under 30 years of age. One-third of existing financial advisors are expected to retire in the next 10 years. This is creating a greater

gap to fill with properly trained candidates to be advisors. Even with new hires, the projected advisor gap will be around 50,000.

4. The proposed program offers two options: Family Financial Planning and Counseling, and Consumer Economics. This supports increased student choice, as well as potential employment opportunities.

DECISION ITEM UA-5: University of Alabama, Master of Science in Consumer Sciences (CIP 19.0401)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Consumer Sciences degree. The proposed program offers two options: Family Financial Planning and Counseling, and Consumer Economics.

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by June 9, 2019, 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 10, based on the proposal.
2. That the annual average number of graduates for the period 2018-19 through 2022-23 (five-year average) will be at least 12, 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.

The University of Alabama (UA) 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. University of Alabama program proposal, submitted February 3, 2017. 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
PROGRAM	Master of Science in Consumer Sciences (CIP 19.0401)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	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

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$106,797	\$88,080	\$113,403	\$116,706	\$120,009	\$544,995
TOTAL	\$106,797	\$88,080	\$113,403	\$116,706	\$120,009	\$544,995

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	39	40	41	42	43	41
NEW ENROLLMENT HEADCOUNT	8	8	10	10	15	10
DEGREE COMPLETION PROJECTIONS	10	11	12	13	14	12

Attachment 2

Summary of Background Information

Master of Science in Consumer Sciences
University of Alabama

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

Objectives: Upon completion of this program:

- Students will demonstrate a depth and breadth of subject matter knowledge and the ability to apply the principles of the Consumer Sciences discipline.
- Students will be able to demonstrate the ability to communicate the principles of Consumer Sciences clearly and effectively both orally and in writing.
- Students will demonstrate critical thinking skills by assessing and interpreting information, responding and adapting to changing situations, making complex decisions, solving problems, evaluating scenarios, and making recommendations.
- Students will plan, conduct, and present a final project, which serves as a culminating experience.

Assessment: The Master of Science in Consumer Sciences program will be assessed annually with results reported to the Consumer Sciences faculty and UA's Office of Institutional Effectiveness. The Consumer Sciences program will use direct measurements, such as embedded exam questions, oral and written assignments evaluated with a rubric, practicum assessments by internship supervisors, and committee evaluation of projects in a culminating experience.

An alumni survey is conducted annually that requests an update on employment and contact information. In addition, faculty remain in contact with many graduates through social media and keep informal records of their employment.

Administration: The program will be administered by the UA College of Human Environmental Sciences, Milla Boschung, Dean; and by Department of Consumer Sciences, Milla Boschung, 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). Three (3) votes were received, with all three recommending that the program be approved.

Accreditation: The Family Financial Planning and Counseling courses are currently certified as a Board Registered Certified Financial Planner education program and will be recertified every two years as required by the Certified Financial Planner Board of Standards. There is no certifying agency for the area of Consumer Sciences.

Curriculum: The program will have the following requirements for completion:

Credit hours required in major courses	24 semester hours (sh)
Credit hours in required or free electives	0-6 sh
Credit hours for thesis or culminating experience	3-6 sh
Total credit hours required for completion	30 sh

Students graduating from this program must complete a culminating experience. Students in Consumer Economics complete a thesis (6 credit hours) and a comprehensive exam. Students in Financial Planning

may choose from a capstone project (0-3 credit hours), a practicum (0-3 credit hours), or a comprehensive exam. Students' plans are approved and supervised by their graduate committee and/or program director (for Family Financial Planning and Counseling).

This program includes two concentration choices based on the student's interest and future career aspirations as follows:

1. Family Financial Planning and Counseling – Students selecting this concentration participate in a Certified Financial Planner Board Registered educational program, which prepares students to sit for the Certified Financial Planner comprehensive exam. Students selecting this concentration primarily choose careers in financial planning, banking, insurance, investment planning, or as an entrepreneur.
2. Consumer Economics – Students selecting this concentration participate in a degree program designed to prepare them for a variety of careers, including but not limited to, consumer advocacy, public policy, customer service management, and financial literacy education.

Collaboration: UA does not currently collaborate with any other institutions regarding this area. However, the Department would be open to areas of collaboration in the future.

Distance Education: The courses in the Master of Science in Consumer Sciences will continue to be delivered both in the classroom and online (as they have been delivered as part of the Master of Science in Human Environmental Sciences). One-hundred percent of the total program's courses will be available by distance technology.

Admissions: There are no special admission requirements beyond those of the Graduate School.

Need: Courses for this degree already exist at UA, but are not currently recognized as a unique degree program. A graduate program in Consumer Sciences would be the only one of its kind in the state. Research shows that across the nation people lack general financial knowledge. The Consumer Financial Protection Bureau reported in 2012 that Alabama has one of the highest number of payday lenders per capita in the country.

A degree in Consumer Sciences would fill the need for professionals equipped to ultimately provide financial education in an economic environment where there is clearly a need. UA states that its graduates are highly sought after upon graduation. As a general rule all graduates have jobs upon graduation or within weeks of completion.

The Consumer Sciences (MS) will not replace an existing program. This degree will formalize the curriculum plan of Consumer Sciences courses that currently exist within the general MS in Human Environmental Sciences degree.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	2	3	5	5	5	20
State	90	90	90	90	90	450
SREB	2,950	2,950	2,950	2,950	2,950	14,750
Nation	10,000	10,000	10,000	10,000	10,000	50,000

According to the Bureau of Labor Statistics, the job outlook from 2014-2020 is projected at 30 percent nationally, growing faster than average for all occupations. The BLS estimates that there will be 73,900 new positions added between 2014 and 2024. As the U.S. population continues to age and life

expectancies continue to increase, the demand for financial planning and related services should increase.

Student Demand: The enrollment projection is based on the current enrollment of students in the Master of Science in Human Environmental Sciences program, who are taking courses in Consumer Sciences. Future enrollment is projected based on previous numbers and growth. Over the last five years enrollment has remained between 40 to 50 students per year. However, as the demand for professionals increases, the program is expected to grow.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 8

Part-time: 4

Support Faculty

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years

Primary Faculty:

Full-time: 2*

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

* Note: These additional full-time faculty to be hired are not new lines. UA is in the process of searching for two open faculty positions. New faculty members are being hired for two vacant positions (these are not new lines; but currently vacant positions being filled). These positions are not directly related to the change being requested in the proposal, but based on departmental growth.

Support Staff: No additional support staff will be needed for the proposed program.

Fellowships and Assistantships: Three assistantships exist currently through the M.S. Human Environmental Sciences degree program. They are funded through the Consumer Sciences Department budget and are working in the existing program. The assistants will not be new lines nor require reallocation of resources away from current use.

Equipment: No new equipment will be required.

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

Library: The faculty in the Department of Consumer Sciences feel that current library collection is more than sufficient for a research-oriented department of its size and scope. UA Libraries maintain subscriptions to field appropriate academic journals used by faculty and students in research and coursework. Additionally, the CHES library liaison is available and very responsive to any requests for information and support in searching for literature. Academic journals related to Consumer Sciences are available through online sources through the library website. The resources needed for the Consumer Sciences (MS) degree program as well as access to the library liaison, are available to both on-campus and distance students. UA Libraries support both on-campus and distance students.

Program Budget: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$544,995 will be available through tuition.

**Attachment 3
 Curriculum**

University of Alabama
 Master of Science in Consumer Sciences

This program includes two concentration options based on the student's interest and future career aspirations as follows:

Family Financial Planning and Counseling – Students selecting this concentration participate in a Certified Financial Planner Board Registered educational program which prepares students to sit for the Certified Financial Planner comprehensive exam. Students selecting this concentration primarily choose careers in financial planning, banking, insurance, investment planning, or as an entrepreneur.

Family Financial Planning and Counseling	
CSM 500 Personal Insurance Planning and Management	3
CSM 504 Personal Investment Planning and Management	3
CSM 510 Personal Retirement Planning and Management	3
CSM 520 Personal Estate Planning	3
CSM 554 Personal Income Tax Management and Planning	3
CSM 558 Using Spreadsheets for Financial Decision Making	3
CSM 559 Techniques of Counseling in Consumer Sciences	3
CSM 560 Personal Financial Planning and Counseling Techniques	3
Electives in area of specialization of which 3 hours may be a practicum	6

Consumer Economics – Students selecting this concentration participate in a degree program designed to prepare them for a variety of careers, including but not limited to consumer advocacy, public policy, customer service management, and financial literacy education.

Consumer Economics Concentration (Choose 15 Hours)	
CSM 501 Consumer Protection	3
CSM 502 Social and Economic Problems of the Family	3
CSM 503 Recent Developments in Family Economics	3
CSM 505 Public Policy: Analysis of Family and Community Resources	3
CSM 506 Consumer Management Quality Assurance	3
CSM 507 Consumer Quality Management Facilitation Skills	3
CSM 508 Consumer Management Quality Systems	3
CSM 515 Customer Service	3
CSM 525 Consumer Conflict Resolution	3
CSM 545 Microcomputers in Consumer Sciences	3
CSM 550 Consumer Economics	3
CSM 551 Consumer Demographics	3
CSM 575 Entrepreneurship in HES	3
CSM 580 E-commerce @ HES	3
CSM 586 Consumer Management and Human Capital	3

DECISION ITEM UA-6: University of Alabama, Addition of Concentrations in Clinical Nurse Leader and Nurse Case Manager to the Existing MSN in Nursing (CIP 51.3801)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed two concentrations as reasonable extensions/alterations of an existing program.

Background: The University of Alabama (UA) currently has the Master of Science in Nursing (MSN) in Nursing at CIP 51.3801 in the Academic Program Inventory. UA proposes the addition of two concentrations in Clinical Nurse Leader and Nurse Case Manager to the program.

The program with each Concentration will require a total of 39-42 semester hours (sh):

Program Core	29 sh
Concentration	10 sh
Thesis (Optional)	3 sh
Total	39-42 sh

The program core consists of courses such as Theoretical Models for Advanced Nursing Practice with Rural Populations (3 sh); Issues in Community Health for Rural Populations (3 sh); Informatics in Healthcare (3 sh); Advanced Health Assessment (3 sh); Basic Epidemiology (3 sh); and Advanced Health Assessment (3 sh).

Courses in the Clinical Nurse Leader concentration are: Evidence Based Practice Roles & Processes (4 sh); and Clinical Immersion Experience (6 sh).

Courses in the Nurse Case Manager concentration are: Evidence Based Practice Roles & Processes (4 sh); and Case Management Practicum (6 sh).

According to UA officials, the concentrations are needed because in 2010, the Institute of Medicine released the Future of Nursing: Leading Change, Advancing Health. This report recommended that nurses achieve higher levels of education, and that nurses must be full partners in the redesign of healthcare in the U.S.

- **Budgetary Impact:** No additional resources will be needed.

Consistent with Commission policy and operational definitions, the concentrations 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 two concentrations 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 UA-7: University of Alabama, Addition of a Concentration in Social Media Marketing to the Existing MS in Marketing (CIP 52.1401)

Staff Presenter: 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 Alabama (UA) currently has the Master of Science (MS) in Marketing at CIP 52.1401 in the Academic Program Inventory. UA proposes the addition of a concentration in Social Media Marketing to the existing program.

The program with the proposed concentration will require 30 semester hours (sh), as listed below:

Program Core	21 sh
Proposed Concentration	9 sh
Total	30

The program core includes courses such as Advanced Marketing Analysis, Global Market Management, Capstone Project in Marketing A, Capstone Project in Marketing B, Services Marketing, Product Development and Supply Chain Management just to name a few.

The proposed concentration consists of the following three courses: Digital and Social Media Marketing, Digital and Social Media Marketing Analytics, and Advanced Digital and Social Media Marketing.

Budgetary Impact: No additional monetary resources will be needed to implement the proposed concentration.

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 UA-8: University of Alabama, Addition of a Concentration in Value Investing to the Existing BSCBA in Banking and Finance (CIP 52.0801)

Staff Presenter: 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 Alabama (UA) currently has the Bachelor of Science in Commerce Business Administration (BSCBA) in Banking and Finance at CIP 52.0801 in the Academic Program Inventory. UA proposes the addition of a concentration in Value Investing to the existing program.

The program with the proposed concentration will require 120 semester hours (sh), as listed below:

General Education	60 sh
Program Core	43 sh
Proposed Concentration	9 sh
Electives	8 sh
Total	120

The program core is made up of courses such as Intro to Accounting, Legal Environment of Business, Business Finance, Business Communications, Strategic Management, Organizational Theory & Behavior, Marketing, and Intro to Operations Management.

The proposed concentration will have the following three courses: Financial Analysis for Investing, Advanced Investments, and Principles of Value Investing.

- **Budgetary Impact:** No additional monetary resources will be needed to implement the proposed concentration.

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 UA-9: University of Alabama, Addition of a Concentration in Nurse Education to the Existing EdD in Instructional Leadership (CIP 13.0404)

Staff Presenter: 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 Alabama (UA) currently has the Doctor of Education (EdD) in Instructional Leadership at CIP 13.0404 in the Academic Program Inventory. UA proposes the addition of a concentration in Nurse Education to the existing program.

The program with the proposed concentration will require 60 semester hours (sh), as listed below:

Program Core	33 sh
Proposed Concentration	12 sh
Electives	15 sh
Total	60

Courses in the program core: Multicultural and Social Education for Leadership Personnel (3 sh); Ethics and Education (3 sh); Seminar in Curriculum and Leadership (3 sh); College Teaching (3 sh); Seminar in Higher Education (3 sh); Integration of Technology in Education and Training (3 sh); Electronic Instructional Design (3 sh); Distance Technologies (3 sh); Studies in the Social Foundations of Education (3 sh); Philosophy of Science and It's Relation to Education (3 sh); and Learning Theories and Design of Learning Environments (3 sh).

The five elective courses in the program are Statistical Methods in Education (3 sh); Quantitative Methods II (3 sh); Inquiry as Interpretation (3 sh); Reflexiveness and Resistance in Research Representation (3 sh); and Qualitative Methods II (3 sh).

Courses in the proposed concentration are: Nursing Faculty Roles and Responsibilities (3 sh); Instructional Media in Nurse Education (3 sh); Curriculum: Theory and Practice (3 sh); and Doctoral Seminar in Research (3 sh).

- **Budgetary Impact:** No additional monetary resources will be needed to implement the proposed concentration.

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 UAB-1: University of Alabama at Birmingham, Addition of a Health Informatics Track to the Existing PhD in Administration/Health Services (CIP 51.0701)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed track as a reasonable extension/alteration of an existing program.

Background: The University of Alabama at Birmingham (UAB) currently has the Doctor of Philosophy (PhD) in Administration/Health Services at CIP 51.0701 in the Commission's Academic Program Inventory. UAB has proposed the addition of Track in Administration/Health Services to the existing program.

The program with the proposed track will require a total of 69 semester hours (sh):

Program Core	48 sh
Track	21 sh
Total	69 sh

Among the courses included in the program core are Intro to Health Systems, Quantitative Methods, Health Economics, Health Finance, Doctoral Seminar, Comparative Health Systems, and Doctoral Seminar just to name a few.

The proposed track will have the following 7 courses: Information Systems Theory and Practice, Mixed Method Research I, Principles of Health Informatics, Grantwriting, and three Health Informatics Elective courses.

- **Budgetary Impact:** Marketing for the proposed track is expected to be under \$3,000.

Consistent with Commission policy and operational definitions, the track 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 track 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 USA-1: University of South Alabama, Bachelor of Science in Business Administration in International Business (CIP 52.1101)

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 Description/Objective: Recognizing the importance of international trade and global commerce as well as the increasing number of U.S. firms that transact a portion of business through international channels, the University of South Alabama has strategic objectives to (1) Increase the incorporation of global perspectives into the educational environment and (2) Increase engagement with international businesses and organizations, especially those with a local presence. In support of the University's objectives, the Mitchell College of Business is creating a major in International Business to fulfill the College's Strategic Objective of expanding the global footprint of the College. The Mitchell College of Business has offered an International Business concentration in the Marketing major for a number of years.

Role: The program is within the instructional role recognized by the Commission for the University of South Alabama (USA).

Mode of Delivery: According to the program proposal, courses in the program will be offered in traditional, hybrid, and online formats.

Similar Programs: Currently, Auburn University has the Bachelor of Science in International Business and Auburn University at Montgomery has the Bachelor of Business Administration in International Business at CIP 52.1101.

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

Resources: The proposal projected that \$0 in new funds would be needed over the first five years for the program and that \$951,450 would be available through tuition.

Public Review: The program was posted on the Commission website from March 22 until April 11, (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The Mitchell College of Business has offered an International Business concentration within the Marketing program for a number of years at USA.
2. The proposed program will prepare students for management positions in U.S. based companies that serve global markets and foreign-based companies that provide products and services in the United States and other countries.
3. According to the proposal, occupations well suited to those with an International Business degree include Global Logistics Analysts and Managers; Customs Brokers and Import-Export Managers; Operations Research Analysts and General Operations Managers; and Sales and Marketing Managers.

DECISION ITEM USA-1: University of South Alabama, Bachelor of Science in Business Administration in International Business (CIP 52.1101)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Business Administration in International Business.

The program will have 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 June 9, 2019, 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 4, 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 10, 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 progressing in existing 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.

The University of South Alabama (USA) 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 South Alabama program proposal, received February 7, 2017. 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 The University of South Alabama (USA)

PROGRAM Bachelor of Science in Business Administration in International Business (CIP 52.1101)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2017-18	2018-19	2019-20	2020-22	2022-22	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
LAB FEES	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$95,100	\$142,650	\$190,200	\$237,750	\$285,750	\$951,450
TOTAL	\$95,100	\$142,650	\$190,200	\$237,750	\$285,750	\$951,450

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	15	20	25	30	20
NEW ENROLLMENT HEADCOUNT	2	3	4	5	6	4
DEGREE COMPLETION PROJECTIONS	0	0	7	11	13	3-YEAR AVERAGE 10

Attachment 2

Summary of Background Information

Bachelor of Science in Business Administration in International Business
University of South Alabama

Role: The program is within the instructional role recognized by the Commission for the University of South Alabama (USA).

Description and Objectives: Recognizing the importance of international trade and global commerce as well as the increasing number of U.S. firms that transact a portion of business through international channels, the University of South Alabama has strategic objectives to (1) Increase the incorporation of global perspectives into the educational environment and (2) Increase engagement with international businesses and organizations, especially those with a local presence. In support of the University's objectives, the Mitchell College of Business is creating a major in International Business to fulfill the College's Strategic Objective of expanding the global footprint of the College. The Mitchell College of Business has offered an International Business concentration in the Marketing major for a number of years.

Administration: The program will be administered by the Mitchell College of Business, Bob G. Wood, PhD Dean; and Dr. Alvin Williams, Chairperson.

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 either.

Accreditation: According to the proposal, all degrees in the College of Business are accredited by the Association to Advance Collegiate Schools of Business International (AACSB). No specialized accreditation will be needed for the proposed program.

Curriculum: One new course will be added to the program: Business in Regional and Emerging Markets.

Major courses:	27 semester hours
General Education:	89
Support Courses:	6
Free Electives:	6
Total:	128

Students majoring in International Business must participate in a study abroad experience. Short-term study abroad immersion experiences are available in the May semester and summer semester and students may also choose longer-term study abroad experiences for one or more semesters at one of our partner universities, which are accredited by the AACSB.

Students must complete an internship with an international focus. This will be accomplished by completing an internship with a multinational company operating in the U.S. or by completing an internship with an U.S. or foreign-based firm operating in another country.

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

Distance Education: According to the program proposal, courses in the program will be offered in traditional, hybrid, and online formats.

Admissions: There are no special admission requirements for the proposed program.

Need: According to USA officials, the growth in the global economy has spurred increased interest across business schools. This interest and growth has been demonstrated locally in inquiries and discussions with current and potential students, parents, and other external constituents. The need for a major demonstrating international business competence continues to be a recurring area requested by College and Departmental advisory councils and local and regional employers. Given the University and College's strategic focus on global engagement, and the demonstrated impetus from external constituents, including employers, USA believes that the transition to a major in International Business is necessary to give students the credentialing necessary to compete in a global marketplace. Additionally, foreign companies are investing billions of dollars into the U.S. economy and need qualified employees to manage its U.S. operations.

Student Demand: According to the program proposal, the demand for the International Business major was determined based on student feedback from students enrolled in the Mitchell College of Business Professional Experience course. In this course, students investigate career options and make career plans that include identifying their preferred major in the College of Business. Students' research on career options has increased their awareness of employment opportunities working in global and multinational companies. Several students identified a major in International Business as their first preference in their career portfolios.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 6

Part-time: 0

Support Faculty—

Full-time: 6

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: No new equipment is required for the program.

Facilities: No new facilities are required for the program.

Library: Sufficient library resources (databases, scholarly journals, e-books, and data websites) are available to support the proposed program.

Program Budget: The proposal projected that \$0 in new funds would be needed over the first five years for the program and that \$951,450 would be available from tuition.

Attachment 3

**The University of South Alabama
 Bachelor of Science in Business Administration in International Business**

General Education — Area I English Composition	
EH 101 English Composition I	3
EH 102 English Composition II	3
General Education — Area II Humanities and Fine Arts	
EH 215-216, or 225-226, or 235-236 Literature sequence	6
ARS 101, DRA 110, MULIOI, or ARI-1 103 Fine and Performing Arts	3
Humanities and Fine Art select one	3
General Education — Area III Math and Science	
MA 120 Calculus and its Applications	3
Natural Science with Lab Select two	8
General Education — Area IV History and Social Science	
HY 101, 102, 135 or 136 History Select one	3
PSY 120, SY 109, AN 100, or CA 211 Behavioral Science Select one	3
Freshman Core/Non-Business Elective	
BUS 150 Intro to Business or Non-business elective	3
Area V Pre-Professional Business Core	
ACC 211 Accounting Principles I	3
ACC 212 Accounting Principles II	3
BUS 245 Applied Business Statistics I	3
BUS 255 Applied Business Statistics II	3
BUS 265 Legat Environment of Business	3
CIS 250 Advanced Computer Applications	3
ECO 215 Microeconomics	3

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, June 9, 2017

ECO 216 Macroeconomics	3
Area VI — 300-Level Business Core	
BUS 305 Information Systems and Technology	3
FIN 315 Business Finance	3
MGT 300 Principles of Management	3
MGT 305 Organizational Communication	3
MGT 325 Operations Management	3
MKT 320 Principles of Marketing	3
Major Courses	
MKT 310 Introduction to International Business	3
ECO 330 Current Global Economic Issues	3
ECO 363 International Economics	3
FIN 332 Multinational Finance	3
MGT 334 International Management	3
MKT 336 International Marketing	3
BUS XXX Business in Regional and Emerging Markets	3
MKT 492 Seminar in International Business	3
Electives select one	
MGT 462 Negotiation and Dispute Resolution	3
MKT 475 Supply Chain Management	3
Professional Experience	
BUS 101, BUS 102, and BUS 103 or BUS 302	3
MKT 496 Internship	3
Business Electives	
BUS 355 or BUS 455 study Abroad	3
One 300 or 400-level business courses other than required courses	3
Business Policy Requirement Capstone Course	
MGT 485 Business Policy in a Global Environment	3
MGT 486 — Undergraduate Comprehensive Exam	0

Total

128

DECISION ITEM UNA-1: University of North Alabama, Bachelor of Science in Education in Early Childhood Education (CIP 13.1210)

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: Candidates with a B.S.Ed. in Early Childhood Education that leads to recommendation for the current ALSDE professional educator certification in P-3 will be highly qualified to seek employment in preschools, daycares, and other childcare environments that teach students ranging in age from infancy through eight years (grade three).

Role: The proposed program is within the instructional role recognized for the University of North Alabama (UNA).

Mode of Delivery: The program will be delivered through face-to-face instruction, in-depth field experiences, and a semester-long internship in an early childhood education environment.

Similar Programs: The following institutions offer similar programs at this level: Alabama A&M University; Alabama State University; Auburn University; University of Alabama; University of Alabama at Birmingham; University of South Alabama; and Athens State University (at CIP 13.1209).

Collaboration: While collaboration on program delivery has not yet been explored due to logistical concerns, UNA is open to collaboration with other institutions for delivery of the program in the future.

Resources: The proposal projected that \$0 in estimated new funds will be required to support the proposed program over the first five years. A total of \$367,224 will be available through tuition.

Public Review: The program was posted on the Commission website from April 25 through May 14 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

- Historically, UNA was authorized to offer the B.S.Ed in Early Childhood Education, but to align with trends at the time, requested permission from ACHE on June 25, 2004, to delete CIP 13.1204 (Pre-Elementary/Early Childhood/Kindergarten Teacher Ed, BSEd, MAEd) from its inventory. To support candidates interested in seeking an early childhood option while maintaining program viability, on June 16, 2006, UNA submitted an information item to ACHE reporting the addition of a P-3 teacher certification to the existing Bachelor of Science in Education (BSEd) in Elementary Education, thus providing a dual certification option (Kindergarten-6th grade/Preschool-3rd grade). Presently, due to increased federal and state funding for early childhood programs that escalates the need for highly qualified candidates to teach in those programs, UNA desires to provide a single degree option in early childhood education. This degree option will support those candidates who desire to focus their teaching field in early childhood education (currently leading to ALSDE professional educator certification in P-3) rather than elementary education (currently leading to ALSDE professional educator certification in K-6).

- UNA's B.S.Ed. in Early Childhood Education is aligned with Alabama Core Teaching Standards and the National Association for the Education of Young Children standards, both of which ensure a strong framework for the planning, instruction, and assessment of the program.
- UNA currently employs two faculty members in the Department of Elementary Education who possess National Board for Professional Teaching Standards (NBPTS) certification, a rigorous certification process for which only 1 percent of educators are recognized, in the area of Early Childhood Generalist. These two faculty members teach coursework primarily in the early childhood education teaching field.
- UNA currently houses the Kilby Laboratory School. Kilby, which is unique in Alabama, includes a First-Class Pre-K and a 3 year old class, which provide rich opportunities for field experiences and mentoring from master teachers in early childhood education. In addition to Kilby, UNA enjoys rich partnerships with local childcare providers.

DECISION ITEM UNA-1: University of North Alabama, Bachelor of Science in Education in Early Childhood Education (CIP 13.1210)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Education in Early Childhood Education and post-implementation conditions listed below:

The program with will have 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 June 9, 2019 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 2017-18 through 2021-22 (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 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.

The University of North Alabama (UNA) 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. Alabama State Board of Education Approvals Documentation, attached
5. University of North Alabama proposal, dated March 17, 2017. 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

INSTITUTION University of North Alabama

PROGRAM Bachelor of Science in Education in Early Childhood Education (CIP 13.1210)

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	\$44,616	\$58,344	\$72,072	\$89,232	\$102,960	\$367,224
TOTAL	\$44,616	\$58,344	\$72,072	\$89,232	\$102,960	\$367,224

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2017-18	2018-19	2019-20	2020-21	2021-22	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	13	17	21	26	30	21
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10
DEGREE COMPLETION PROJECTIONS	4	6	8	10	12	8

Attachment 2

Summary of Background Information

Bachelor of Science in Education in Early Childhood Education
University of North Alabama

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

Objectives: Candidates with a B.S.Ed. in Early Childhood Education that leads to recommendation for the current ALSDE professional educator certification in P-3 will be highly qualified to seek employment in preschools, daycares, and other childcare environments that teach students ranging in age from infancy through eight years (grade three).

In particular, candidates with this degree will be qualified to serve as lead teacher in an Alabama First Class pre-kindergarten program and will support the state's goal of providing effective, high quality early childhood experiences that prepare Alabama's children for school success and lifelong learning. Additionally, candidates completing this degree would be able to seek post-graduate programs in early childhood education to enhance their knowledge and ability to apply research to their teaching field.

Through assessment of the following student learning outcomes, students will:

- **Learner Development:** The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences:** The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environments:** The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge:** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content:** The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- **Assessment:** The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision-making.
- **Planning for Instruction:** The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Administration: The program will be administered by Dr. Donna Lefort, College of Education and Human Sciences, Dean; and the Department of Elementary Education, Dr. Katie Kinney, 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: Although not currently seeking National Association for the Education of Young Children (NAEYC) accreditation, the faculty is interested in pursuing that national recognition in the future.

Curriculum: There will be no new courses in the proposed program.

Program Completion Requirements:

Credit hours in major courses: 73

Credit hours in minor courses: 0

Credit hours in institutional general education/ core curriculum: 54

Credit hours in supporting courses: 0

Credit hours in required or free electives: 0

Credit hours for thesis: 0

Total credit hours required for completion: 127

Program completion includes: satisfactory completion of all required coursework, field experiences, and internship; passing score on all required Praxis II examinations; satisfactory completion of exit assessments covering professional education; required grade point average (2.75 on all coursework completed at UNA with a minimum of a 3.0 on all coursework attempted in the teaching field and professional studies).

The proposed program will replace the dual certification option (K-6/P-3).

Collaboration: While collaboration on program delivery has not yet been explored due to logistical concerns, UNA is open to collaboration with other institutions for delivery of the program in the future.

Distance Education: The program will be delivered through face-to-face instruction, in-depth field experiences, and a semester-long internship in an early childhood education environment. That is, zero (0) percent of the total program's courses offered that will be provided by distance technology.

Admissions: Admission to UNA's Educator Preparation Program includes: submission of formal application, completion of required general education courses, required grade point average (2.75 on all coursework completed at UNA with a minimum of a 3.0 on all coursework attempted in the teaching field and professional studies), successful completion of an interview, passing score on the admissions exam for the Alabama Prospective Teacher Testing Program, and successful ASBI/FBI background clearance.

Need: Alabama's First Class Pre-K program has grown from serving 1,026 students in 2005-2006 (1.7 percent of eligible children in Alabama) to 14,598 students in 2016-2017 (25 percent of eligible children in Alabama). With the goal of fully funding the program by the 2022-2023 school year, the need for highly qualified teachers to teach in these environments is critical.

According to the U.S. Bureau of Labor Statistics, employment opportunities in early childhood education are growing by 7 percent annually. Candidates with a B.S.Ed. in Early Childhood Education that leads to recommendation for the current ALSDE professional educator certification in P-3 will be highly qualified to seek employment in preschools, daycares, and other childcare environments that teach students ranging in age from infancy through eight years (grade three). In particular, candidates with this degree will be qualified to serve as lead teacher in an Alabama First Class pre-kindergarten program and will support the state's goal of providing effective, high quality early childhood experiences that prepare Alabama's children for school success and lifelong learning. Additionally, candidates completing this degree would be able to seek post-graduate programs in early childhood education to enhance their knowledge and ability to apply research to their teaching field.

Student Demand: Approximately 150 candidates admitted to the Educator Preparation Program at UNA were consulted about the potential of focusing their teaching field in early childhood education (currently leading to ALSDE professional educator certification in P-3) rather than an elementary education program leading to dual certification (P-3/K-6). Of those candidates surveyed, 30 expressed interest and changed their certification option from the dual P-3/K-6 option to the P-3 certification option under UNA's single degree option in elementary education.

Resources:

Current Primary Faculty—

Full-time: 3

Part-time: 0

Support Faculty—

Full-time: 4

Part-time: 1

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

No new faculty will need to be hired.

Support Faculty: No further staff support is anticipated.

Equipment: No special equipment is needed at this time.

Facilities: No new facilities will be required at this time.

Library: Library collections were assessed via examination of cataloged monographic holdings within appropriate Library of Congress (LC) and Dewey Decimal classifications, pertinent print and electronic serials holdings, and acquisitions data including recent departmental allocations and expenditures. Monographs, Periodicals and Databases, Acquisitions, and other library supports were examined.

Considering knowledge of the local collection and all of the data reviewed and outlined above, UNA's collection supports a Bachelor's degree in Early Childhood Education.

Program Budget: The proposal projected that \$0 in estimated new funds will be required to support the proposed program over the first five years. A total of \$367,224 will be available through tuition.

Attachment 3

University of North Alabama
 Bachelor of Science in Education in Early Childhood Education
Curriculum

Course Number and Title	Number of Credit Hours	* If New Course
ED 292 Preprofessional Seminar and Laboratory Experience	1	
ECE 309 An Introduction to Early Childhood Education	3	
ECE 312 Creative Arts for Children	3	
EED 301 Children's Literature in the Digital Age	3	
EED 305 Social Studies for the Elementary School Teacher	3	
ES 308 Science for the Elementary School Teacher	3	
HES 462 Child Development	3	
MA 306 Mathematics for the Elementary School Teacher	3	
ED 333W Learning Theories and Student Development	3	
EED 401 Evaluation of Teaching and Learning	3	
EED 405 Evaluation and Remediation of Reading Problems	3	
EEX 340 Introduction to Students with Disabilities	3	
EEX 341 Accommodating Student Diversity in K-6 Classrooms	3	
ECE 406 Mathematics for Early Childhood Education	3	
ECE 410W Reading and Language Arts in Early Childhood Education	6	
ECE 474 Early Childhood Programs	3	
EED 324 Instructional Technology	3	
EED 350 Classroom Management	3	
HPE 342 School Health Education for the Elementary Grades	3	
ECE 472 Early Childhood Internship	12	

Attachment 4

University of North Alabama
 Bachelor of Science in Education in Early Childhood Education
Alabama State Board of Education Approvals Documentation

1. Class B Education Program Checklist in Early Childhood P-3, Approved
 5/14/2014; Last Revised on 11/7/2016.

Checklists are subject to change without further notice in order to follow federal or state guidelines for teacher certification.

CLASS B EDUCATION PROGRAM CHECKLIST

SBE APPROVED
TEP

Institution University of North Alabama
 Catalog Year BST PLT PROGRAM Early Childhood P-3
 PRAXIS EED _____ PRAXIS ECE _____ PRAXIS RDG _____ TOTAL HOURS 127

STUDENT NAME _____ STUDENT # _____

GENERAL STUDIES

Shall include courses and/or experiences in the humanities, social studies, mathematics, and science.

Humanities (18 hrs)	HR	GR	QP	Mathematics (12 hrs)	HR	GR	QP
English sequence chosen from the following: EN111/112 or EN121/122				Select from the following: MA 100/105			
				6 hrs Mathematics electives ***			
English sequence chosen from the following: EN211/212, EN221/222, EN231/232, or EN233/234				*MA 306	-	-	-
				TOTALS	0	0	0
3 hrs Humanities & Fine Arts***				Other	HR	GR	QP
COM 201							
TOTALS	0		0				
Social Science (12 hrs)	HR	GR	QP				
History sequence chosen from the following: HI101/102 or HI201/202							
ED 299							
PY 201							
TOTALS	0		0				
Science (12 hrs)	HR	GR	QP				
Introductory biology chosen from the following: BI 101 or BI 111							
8 hrs approved Science electives (from two different areas) **							
TOTALS	0		0	TOTALS	0		0

Note: ES 308 may not be counted in the General Studies component.
 Note: *MA 306 may be counted in both the General Studies area and the Teaching Field area, but may count only once towards earned hours towards the degree.
 Note: **See General Education Component of Undergraduate Catalog. May take one additional biology course.
 Note: ***See General Education Component of Undergraduate Catalog.

Date Approved 5/14/2014; 5/10/2016
 Date Expires 5/31/2021
 Revisions 6/16/14; 7/20/15; 11/4/2016
 Dean of Education Donna Shifert
 Date 11-4-16

Checklists are subject to change without further notice in order to follow federal or state guidelines for teacher certification.

EDUCATION COMPONENT

Shall include Professional Studies, Teaching Field, and Internship

Professional Studies (34 hrs)		HR	GR	QP
<i>May Complete Prior to Admission to TEP:</i>				
ED 292 PRE SEM & LAB	(1)			
ECE 309 INTRO ELEM	(3)			
HES 470 INFT AND TDLRS	(3)			
<i>Requires Admission to TEP:</i>				
ED 333W LEARN THEOF	(3)			
EED 401 EVAL TCH LRN	(3)			
EED 405 EVAL REM RD	(3)			
EEX 340 INTRO STU DIS	(3)			
EEX 341 ACCM STU DIV	(3)			
<i>Internship</i>				
ECE 472 INTERN P or K	(6)			
ECE 472 INTERN P or K	(6)			
TOTALS		0		0

Professional Studies GPA #DIV/0!

Teaching Field (39 hrs)		HR	GR	QP
<i>May Complete Prior to Admission to TEP:</i>				
ECE 312 CREAT ART CH	(3)			
EED 301 CHLD LIT DG	(3)			
EED 305 SS ELE TCH	(3)			
ES 308 SCI ELE TCH	(3)			
HES 362 CHD DEVEL	(3)			
MA 306 MATH ELE TCH	(3)			
<i>Requires Admission to TEP:</i>				
ECE 306 ARITH EARLY	(3)			
ECE 410W RDG LNG	(6)			
ECE 474 EARLY CHILD	(3)			
EED 324 INSTR TECH	(3)			
EEX 350 CLASS MGMT	(3)			
HPE 342 SCH HEALTH	(3)			
TOTALS		0		0

Teaching Field GPA #DIV/0!

Total GPA Hours 0

#DIV/0!
 Education Component GPA

2. Class B Education Program Checklist in Elementary K-6 and Early
 Childhood P-3, Approved 5/14/2014; Last Revised on 7/20/2015.

Checklists are subject to change without further notice in order to follow federal or state guidelines for teacher certification.

CLASS B EDUCATION PROGRAM CHECKLIST

Institution	University of North Alabama	PROGRAM	Elementary K-6 and Early Childhood P-3
Catalog Year	BST _____ PLT _____	TOTAL HOURS	130
PRAXIS EED _____	PRAXIS ECE _____	PRAXIS RDG _____	

STUDENT NAME _____	STUDENT # _____
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GENERAL STUDIES

Shall include courses and/or experiences in the humanities, social studies, mathematics, and science.

Humanities (18 hrs)	HR	GR	QP
English sequence chosen from the following: EN111/112 or EN121/122			
English sequence chosen from the following: EN211/212, EN221/222, EN231/232, or EN233/234			
3 hrs Humanities & Fine Arts***			
COM 201			
TOTALS	0		0

Social Science (12 hrs)	HR	GR	QP
History sequence chosen from the following: HI 101/102 or HI201/202			
ED 299			
PY 201			
TOTALS	0		0

Science (12 hrs)	HR	GR	QP
Introductory biology chosen from the following: BI 101 or BI 111			
8 hrs approved Science electives (from two different areas) **			
TOTALS	0		0

Mathematics (12 hrs)	HR	GR	QP
Select from the following: MA 100/105			
6 hrs Mathematics electives ***			
*MA 306	-	-	-
TOTALS	0		0

Other	HR	GR	QP
TOTALS	0		0

Note: ES 308 may not be counted in the General Studies component.

Note: *MA 306 may be counted in both the General Studies area and the Teaching Field area, but may count only once towards earned hours towards the degree.

Note: **See General Education Component of Undergraduate Catalog. take one additional biology course.

Note: ***See General Education Component of Undergraduate Catalog.

SBE
 APPROVED
 TEP

Date Approved 5/14/2014
 Date Expires 5/31/2021
 Revisions 6/16/14; 7/20/15

Dean of Education *Dana Loft*
 Date 7-15-14

Checklists are subject to change without further notice in order to follow federal or state guidelines for teacher certification.

EDUCATION COMPONENT

Shall include Professional Studies, Teaching Field, and Internship

Professional Studies (34 hrs)	HR	GR	QP
<i>May Complete Prior to Admission to TEP:</i>			
ED 292 PRE SEM & LAB (1)			
ECE 309 INTRO ELEM (3)			
<i>Requires Admission to TEP:</i>			
ED 333W LEARN THEOF (3)			
EED 401 EVAL TCH LRN (3)			
EED 405 EVAL REM RD (3)			
EED 415 TCH RD MID (3)			
EEX 340 INTRO STU DIS (3)			
EEX 341 ACCM STU DIV (3)			
<i>Internship</i>			
ECE 472 INTERN P or K (6)			
EED 472 INTERN K-6 (6)			
TOTALS	0		0

Professional Studies GPA #DIV/0!

Teaching Field (42 hrs)	HR	GR	QP
<i>May Complete Prior to Admission to TEP:</i>			
ECE 312 CREAT ART CH (3)			
EED 301 CHLD LIT DG (3)			
EED 305 SS ELE TCH (3)			
ES 308 SCI ELE TCH (3)			
HES 362 CHD DEVEL (3)			
MA 306 MATH ELE TCH (3)			
<i>Requires Admission to TEP:</i>			
ECE 306 ARITH EARLY (3)			
ECE 410W RDG LNG (6)			
ECE 474 EARLY CHILD (3)			
EED 324 INSTR TECH (3)			
EED 373W TCH LANG (3)			
EEX 350 CLASS MGMT (3)			
HPE 342 SCH HEALTH (3)			
TOTALS	0		0

Teaching Field GPA #DIV/0!

Total GPA Hours 0

Education Component GPA #DIV/0!

DECISION ITEM UNA-2: University of North Alabama, Addition of a Concentration in Sales and New Business Development to the Existing MBA in Business Management & Administration (CIP 52.0201)

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: University of North Alabama (UNA) currently has the Master of Business Administration (MBA) at (CIP 52.0201) in the Commission's Academic Program Inventory. UNA has proposed the addition of a concentration in Sales and New Business Development to the existing program.

The program with the concentration will require a total of 34 semester hours (sh):

Program Core	25 sh
Concentration	9 sh
Electives	0 sh
Total	34 sh

Courses in the MBA core are: MG 600: Foundations of Business (4 sh); AC 642: Accounting Information for Strategic Decision Making (2 sh); CIS 622: Information Systems Design and Project Management (2 sh); EC 692: Strategic Microeconomic Analysis for Managers (2 sh); FI 632: Corporate Financial Strategy (2 sh); MG 602: Leadership and MBA Essentials (2 sh); MG 640: Management Policy (3 sh); MK 672: Strategic Marketing Analysis and Concepts (2 sh); QM 662: Analytical Tools for Strategic Decision Making (2 sh); EMB 612: Business Ethics and Responsibility in a Global Economy (2 sh); and EMB 682: Global Business (2 sh).

Courses in the concentration are: MK 620: Sales Techniques for New Business Development (3 sh) and MK 625: Sales Management Strategies for New Business Development (3 sh), and one of the following: MK 633: Category Management (3 sh); MK 643: Private and Government Contract Business (3 sh); MK 653: Purchasing, Logistics, and Supply Chain Management (3 sh); or MK 663: Key Account Management (3 sh).

A Program Opportunity Analysis from regional employer demand data for the University of North Alabama provided by the Education Advisory Board in 2016 indicates that employers frequently seek graduate-level business administration professionals with professional sales expertise. Employer demand for sales skills among graduate-level business administration professionals increased by 58 percent in the last three years.

Also, UNA MBA recruiters state that they receive many inquiries about sales related programs at the graduate level. UNA has met with regional industry professionals who are encouraged by UNA's proposed efforts to help meet their needs with graduate level talent.

Several years ago, UNA established the Center for Professional Selling and began offering an undergraduate Marketing concentration in Sales, and more recently, UNA has added Category Management, which focuses on Sales and Marketing analytics.

The Center has garnered support from companies who they state are excited about the sales skills UNA students have learned in their programs and who are now career ready. UNA also states that it has seen very high placement rates in their Sales concentration and have been very successful in increasing enrollments in these sales courses for both the concentration and the minor at the undergraduate level, The College of Business extends support to the Center and administration is eager for expansion to the graduate level.

- **Budgetary Impact:** A faculty position that is opening up for the Department of Management and Marketing will be used. College of Business funds for Adjunct Instructors will also be utilized.

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 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 UWA-1: University of West Alabama, Addition of a Track in Publishing to the Existing BA/BS in English (CIP 23.0101)

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

Staff Recommendation: That the Commission approve the proposed track as a reasonable extension/alteration of an existing program.

Background: The University of West Alabama (UWA) currently has the BA/BS in English at CIP 23.0101 in the Commission's Academic Program Inventory. UWA has proposed the addition of a track in Publishing to the existing program.

The program with the proposed track will require a total of 120 semester hours (sh):

General Education	48 sh
Program Core	27 sh
Track	9 sh
Electives	36 sh
Total	120 sh

The program core is comprised of three required courses: EH 301: Advanced Composition (3 sh); EH 302: Introduction to Research (3sh); and EH 422: Shakespeare (3 sh). Additionally, the core consists of selections in British or American literature (6 sh); at least one 400-level course in English Literature before 1800 (3 sh); at least one 400-level course in English Literature after 1800 (3 sh); at least one 400-level course in American Literature (3 sh); and at least one of the following courses: EH 310: Popular Culture (3 sh); EH 311: Women's Literature (3 sh); EH 330: African-American Literature (3 sh); or EH 335: Southern Literature (3 sh).

At least twelve hours of a foreign language and a survey course in English history are also suggested for English majors, especially those intending to enter graduate school.

The proposed track in Publishing will consist of the following nine (9) semester hours: JN 260: Graphic Design I (3 sh); JN 499: Professional Media Internship (3 sh); and 2 hours of one of the following, and 1 hour of the other: JN 259: Journalism Practicum (Publishing) (1 sh) and JN 269: Journalism Practicum (Literary magazine) (1 sh).

- **Budgetary Impact:** Offering the practica more often may require the occasional faculty adjunct overload teaching assignment, but other than that there should be no impact. The proposed track does not require additional resources at this time.

The University of West Alabama (UWA) has recently seen an increase in student interest in Publishing. Since UWA has both the Livingston Press and the Sucarnochee Review (a semi-annual literary journal) housed in the department, UWA asserts that it makes sense to offer a track for English majors who are likely already involved with the Press and the Review.

The track would provide students with a credential and more formalized training for a career in Publishing, without unduly compromising the English major.

Consistent with Commission policy and operational definitions, the track 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 track 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.

INFORMATION ITEM 1: University of Alabama at Birmingham, Establishment of the INTO UAB Center and a Change in the Name of the English Language Institute (ELI) to English Language Programs (ELP)

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

Staff Recommendation: For information only.

Background: INTO UAB supports the University of Alabama at Birmingham's (UAB) strategic priority to increase the international student population and global visibility. INTO UAB seeks to increase the global diversity of UAB's student body, increase globalization opportunities for domestic students and provide opportunities for faculty to expand international teaching, research and service activities.

UAB established a joint venture (INTO UAB) with INTO University Partnerships, which was approved by their Board of Trustees on November 6, 2015.

Further, The English Language Programs of INTO UAB strive to foster communication among cultures through quality English language programs and cross-cultural training opportunities. To align with other INTO partner campuses and to aid in recruitment efforts, INTO UAB also requests to change the name of the English Language Institute (ELI) to English Language Programs (ELP).

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 2: University of Alabama at Birmingham, Establishment of the Vulcan Materials Academic Success Center

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of Alabama at Birmingham (UAB) has submitted plans to the Commission for the establishment of the Vulcan Materials Academic Success Center.

The Center will be a student-centered facility dedicated to promoting academic success, as well as retaining and graduating a diverse population of undergraduate students through a range of support services. It also will promote student retention by providing holistic academic support to UAB undergraduate students to help them become successful independent learners, and achieve their educational and professional goals.

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 3: University of Alabama, Establishment of the Remote Sensing Center (RSC)

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 Remote Sensing Center (RSC).

The Center will develop technologies that will enable high-resolution soil moisture and snow measurements in support of hydrological modeling that will transform water management and usage.

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 4: University of Alabama, Establishment of the
Transportation Policy Research Center (TPRC)

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 Transportation Policy Research Center (TPRC).

The TPRC will be an interdisciplinary research center that engages in basic and applied research in the area of surface transportation policy. This center will be dedicated to research and communication issues regarding the development of strategic and long-range plans for our complex transportation system and infrastructure.

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 5: University of Alabama, Establishment of the Alabama Life Research Institute (ALRI)

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 Alabama Life Research Institute (ALRI).

According to UA, the Institute will be a focal point for interdisciplinary biopsychosocial research that seeks to investigate the human condition from the molecular to the environmental levels, from the effects of genetic anomalies to the impact of governmental policy, from drug discovery to prosthetics design, and from education to behavior change all in an effort to improve life.

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 6: University of Alabama, Establishment of the Alabama Transportation Institute (ATI)

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 Alabama Transportation Institute (ATI).

According to UA, the interdisciplinary research institute will engage in basic and applied research in the area of surface transportation with the goal of achieving \$25 to \$50 million in annual research expenditures by 2020.

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 Alabama Water Institute

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 Alabama Water Institute.

According to UA, the institute will be a world-class interdisciplinary research institute that engages in basic and applied research in the area of fresh water science, engineering, and policy.

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 8: University of Montevallo, Change in the Name of the Department of Counseling, Family and Consumer Science, and Kinesiology to the Department of Health and Human Sciences

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

Staff Recommendation: For information only.

Background: The University of Montevallo (UM) Executive Cabinet, the President, and the Board of Trustees have approved changing the name of the academic unit to the Department of Health and Human Sciences.

UM states that the current name is unwieldy and, in light of recent changes (approved by the Commission) offered by the Kinesiology degree, it does not accurately represent programming.

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," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the University of Montevallo. Available upon request.

INFORMATION ITEM 9: University of South Alabama, Change in the Name of the College of Education to the College of Education and Professional Studies

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

Staff Recommendation: For information only.

Background: The change in the name of the College of Education to the College of Education and Professional Studies was done with University of South Alabama Presidential approval, and is on the agenda for their June Board of Trustees meeting as an informational item. The name change reflects the diverse programs within the College that lead to bachelor's, master's, educational specialist, and doctoral degrees. The name change does not reflect a change in the focus or scope of the unit.

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 South Alabama, Change in the Name of the Department of Professional Studies to the Department of Counseling and Instructional Sciences

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The University of South Alabama (USA) Board of Trustees has approved the change in the name of the Department of Professional Studies to the Department of Counseling and Instructional Sciences. The name change does not reflect a change in the focus or scope of the unit.

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 11: University of Alabama at Birmingham, Change in the Name of the Department of Computer and Information Sciences to the Department of Computer Science

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 the change in the name of the Department of Computer and Information Sciences to the Department of Computer Science.

The Department of Computer and Information Sciences desires to change its name to the Department of Computer Science to bring it into alignment with the majority of similar departments across the country. Additionally, the name change is undertaken to distinguish it from Information Sciences departments across the country, which pursue a significantly different curriculum and areas of research. Finally, the name change adds clarity about its mission, since Computer Science is the accepted term for this discipline.

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," 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 STEM Education Center

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 the STEM Education Center. The goal of the Center is to lead Alabama in meeting the STEM education needs of the 21st century.

The proposed STEM Education Center will contribute to three of UAB's four Mission Pillars, education; research, innovation, and economic development; and community engagement.

The Center will serve as a point of coordination of research and service activities related to the education of pre-service secondary STEM teachers (grades 6-12 and in mathematics 4-12); the professional development of in-service STEM teachers (K-12); and STEM Education research (K- 16, including undergraduate STEM Education). The Center will build on the existing structure of UABTeach, which is a partnership among the College of Arts and Sciences and the Schools of Education, Engineering, and Health Professions.

The Center's mission is to end Alabama's shortage of qualified P-12 STEM teachers, catalyze state-of-the-art professional development for P-20 STEM instructors, and to facilitate research to identify and advise best-practices in STEM teaching and learning across Alabama and the U.S.

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 Division of Genomic Diagnostics and Bioinformatics in the Department of Pathology in the School of Medicine

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

Staff Recommendation: For information only.

Background: UAB states that establishing a Genomic Diagnostics and Bioinformatics Division in the Department of Pathology at UAB will provide a most needed academic and operational base to support Precision Medicine in oncologic and nononcologic diseases.

Further, the Division will provide clinical, teaching and research expertise throughout the academic medical center. The development of a robust genomic and bioinformatic infrastructure will serve to support the community of scientists and clinicians associated with the Comprehensive Cancer Center (CCC) and Clinical Translational Science Awards (CTSA) program along with multiple other centers, programs and departments that comprise UAB Medicine.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
2. Written unpublished documentation provided by the University of Alabama at Birmingham. Available upon request.

INFORMATION ITEM 14: University of Alabama In Huntsville, Change in the Name of the College of Business Administration to the College of Business

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 the change in the name of the College of Business Administration to the College of Business.

The name change will provide a more concise name that clearly reflects the activities and programs of a modern college; and the more concise name will be consistent with a vast majority of business schools throughout the country.

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," 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 15: 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.

Calhoun Community College

Program: Associate in Applied Science and
Certificate in Salon and Spa Management, AAS/C,
(CIP 12.0412)

Approval date: June 13, 2014

Implementation date: August 2014 (on schedule)

Post-implementation report date: September 1, 2019

Drake State Community and Technical College

Program: Transfer Associate in Arts, AA, CIP 24.0101

Approval date: December 6, 2013

Implementation date: January 2014 (on schedule)

Post-implementation report date: Because transfer programs (both the AS and AA) are fundamental to the operation and the offerings of a community college, this program was exempt from the post-implementation review process. This exemption is solely for the transfer program offerings and is aligned with practice for other community colleges.

Program: Transfer Associate in Science, AS, CIP 24.0102

Approval date: December 6, 2013

Implementation date: January 2014 (on schedule)

Post-implementation report date: Because transfer programs (both the AS and AA) are fundamental to the operation and the offerings of a community college, this program was exempt from the post-implementation review process. This exemption is solely for the transfer

program offerings and is aligned with practice for other community colleges.

Drake State Community and Technical College
(Cont)

Program: Associate in Applied Science and Certificate in Advanced Manufacturing Technology, AAS/C, CIP 15.0613
Approval date: June 12, 2015
Implementation date: August 2015 (on schedule)
Post-implementation report date: September 1, 2020

Program: Certificate in Welding, C, CIP 48.0508
Approval date: September 13, 2013
Implementation date: January 2014 (on schedule)
Post-implementation report date: February 1, 2019

Program: Associate in Applied Science in Nursing-ADN, AAS, CIP 51.3801
Approval date: September 13, 2013
Implementation date: January 2014 (on schedule)
Post-implementation report date: February 1, 2019

Enterprise State Community College

Program: Associate in Applied Science in Legal Assistant/Paralegal, AAS, CIP 22.0302
Approval date: September 13, 2013
Implementation date: January 2014 (on schedule)
Post-implementation report date: February 1, 2019

Program: Associate in Applied Science in Flight Simulator Technician, AAS, CIP 15.0406
Approval date: December 6, 2013
Implementation date: January 2014 (on schedule)
Post-implementation report date: February 1, 2019

Program: Associate in Applied Science in Digital Multimedia, AAS, CIP 50.0102
Approval date: December 6, 2013
Implementation date: January 2014 (on schedule)
Post-implementation report date: February 1, 2019

Lawson State Community College

Program: Associate in Applied Science and Certificate in Culinary Arts, AAS/C, CIP 12.0503
Approval date: June 13, 2014
Implementation date: August 2014 (on schedule)
Post-implementation report date: September 1, 2019

Lawson State Community College (Cont)

Program: Associate in Applied Science and
Certificate in Hospitality Services Management, AAS/C,
CIP 52.0999

Approval date: June 13, 2014

Implementation date: August 2014 (on schedule)

Post-implementation report date: September 1, 2019

Reid State Technical College

Program: Associate in Applied Technology (AAT) in Health
Information Technology, AAT, CIP 51.0707

Approval date: September 13, 2013

Implementation date: January 2014 (on schedule)

Post-implementation report date: February 1, 2019

Program: Associate in Applied Technology (AAT) in
Physical Therapy Assistant, AAT, CIP 51.0806

Approval date: June 14, 2013

Implementation date: August 2013 (on schedule)

Post-implementation report date: September 1, 2018

Shelton State Community College

Program: Associate in Applied Science and Certificate in
Health Information Technology, AAS/C, CIP 51.0707

Approval date: June 13, 2014

Implementation date: August 2014 (on schedule)

Post-implementation report date: September 1, 2019

Snead State Community College

Program: Associate in Applied Science and Certificate in
Applied Business, AAS/C, CIP 52.0201

Approval date: December 6, 2013

Implementation date: January 2014 (on schedule)

Post-implementation report date: February 1, 2019

Wallace State Community College (Hanceville)

Program: Associate in Applied Science and Certificate in
Salon and Spa Management, AAS/C, CIP 12.0412

Approval date: December 5, 2014

Implementation date: January 2015 (on schedule)

Post-implementation report date: February 1, 2020

Wallace State Community College (Selma)

Program: Associate in Applied Science and Certificate in
Health Information Technology, AAS/C, CIP 51.0707

Approval date: June 12, 2015

Implementation date: August 2016 (delayed)

Post-implementation report date: September 1, 2021

(revised post-implementation date, due to delayed
implementation)

Program: Certificate in Patient Care Technician, C,
CIP 51.1614

Approval date: June 13, 2014

Implementation date: August 2014 (on schedule)

Post-implementation report date: September 1, 2019

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2017

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 16:

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:

- University of West Alabama, Program: Bachelor of Business Administration (CIP 52.1401)
- Alabama A & M University, Program: Bachelor of Science in Logistics and Supply Chain Management (CIP 52.0203)
- Alabama A & M University, Program: Bachelor of Science in Criminal Justice (CIP 43.0103)

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:

University of West Alabama (2017 Report)

- Program: Bachelor of Business Administration (CIP 52.1401)

Approved by Commission: December 2011

Proposed Implementation Date: January 2012

Actual Implementation Date: January 2012

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2012-13 will be at least 11, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 through 2016-17 (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.

Bachelor of Business Administration (CIP 52.1401)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates, 2013-14 through and 2016-17	Percentage of Graduates Employed in The Field
Required	11	9	75%
Reported	15	9	80%

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: Eighty percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessment condition has been met. As per University policy, all programs are assessed on an annual basis and included in the planning and assessment documents presented by the college.

The Marketing program follows the student learning outcomes for the College of Business and Technology, and assesses the extent to which the program meets those SLOs using various rubrics and assessment tools.

Meeting Conditions:

Alabama A&M University (2016 Report)

- Program: Bachelor of Science in Logistics and Supply Chain Management (CIP 52.0203)

Approved by Commission: March 2011

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 20, based on the proposal.
2. That the average number of graduates for the academic years 2011-12 through 2015-16 (five-year average) will be at least 18 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.

Bachelor of Science in Logistics and Supply Chain Management (CIP 52.0203)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2011-12 through and 2015-16	Percentage of Graduates Employed in The Field
Required	20	18	75%
Reported	24	20	83%

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: Eighty-three percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessment condition has been met. The ETS Management Field Test, Cases Analysis, and Business Simulation Game is used to measure students' learning outcomes and to make any necessary improvements to achieve learning objectives. The ETS Management Field Test, Cases Analysis, and Business Simulation Game is used to assess students critical and problem solving skills in analyzing and solving business problems, ethical awareness skills, and knowledge and technical skills necessary to understand the modern business world. Assessment data indicates that the performance targets have been met.

Meeting Conditions:

Alabama A&M University (2016 Report)

- Program: Bachelor of Science in Criminal Justice (CIP 43.0103)

Approved by Commission: June 2011

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2011-12 will be at least 20, based on the proposal.
2. That the average number of graduates for the academic years 2011-12 through 2015-16 (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.
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.

Bachelor of Science in Criminal Justice (CIP 43.0103)	Average New Enrollment Headcount 2011-12 through 2015-16	Average Number of Graduates, 2011-12 through and 2015-16	Percentage of Graduates Employed in The Field
Required	20	8	75%
Reported	94	8*	75%

*Note: AAMU reports that it will also graduate 24 Criminal Justice majors in 2016-17.

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: Seventy-five percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessment condition has been met. The primary test used to assess learning outcomes among Criminal Justice (CRJ) students is the Pre/Post Assessment Multi-field Exam (PAME). The exam is made up of 50 multiple choice questions designed to assess the students mastery of basic concepts, literature, and knowledge in the six required courses that all Criminal Justice students are required to take—namely, Introduction to Criminal Justice, Rules of Evidence, Criminal Law and Procedures, Introduction to Corrections, Criminology, and Social Research. The PAME results indicate the program is meeting the objectives and assessment measures set forth in the proposal approved by the Commission.

INFORMATION ITEM 17: 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.

Bevill State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Advanced Engineering Design Technology	15.0613
Engineering Design Technology	15.0000
Additive Engineering Technology	15.0613
Architectural Engineering Technology	15.0101
Business Essentials	52.0201
Entrepreneurship	52.0201
Accounting	52.0201
Retail Management	52.0201

Southern Union State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Multi-Interdisciplinary Studies	30.9999

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 18: Implementation of Distance Education Programs

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: 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.

In compliance with the Commission's policy on distance education, the following institutions have reported plans to implement the distance education programs listed.

Alabama A&M University:
Logistics & Supply Chain Management, BS –
CIP 51.3102

Auburn University at Montgomery:
Business & Management, General, MBA –
CIP 52.0101

Supporting Documentation:

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 19: 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.

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, June 9, 2017

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.

Bishop State Community College	12.0302	Funeral Service, AAS
	15.0201	Civil Engineering Technology, AAS
Troy University	15.0303	Electronics Engineering Technology, BAS
University of Alabama	05.0107	Latin American Studies, BA, MA
	11.0101	Computer Science, BS
	13.1101	Counselor Education, EdD
	13.1210	Early Childhood Education, BSEd
	51.0702	Healthcare Management, BS, BSCBA
	13.0408	Educational Administration, PhD
	13.0409	Educational Administration, EdD

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.

Troy University	52.9999 <u>30.1501</u>	Resources & Technology Management, BAS (Troy, Dothan, MTG)
University of Alabama	43.0104 <u>45.0401</u>	Criminal Justice, BA <u>Criminology & Criminal Justice</u>
	43.0104 <u>45.0401</u>	Criminal Justice, MSCJ <u>Criminology & Criminal Justice, MS</u>
	13.0409 <u>13.0401</u>	Educational Administration, PhD
University of Alabama in Huntsville	52.1201	Management Information Systems, BSBA Information Systems
University of North Alabama	30.0000 <u>30.9999</u>	Interdisciplinary Studies, BIS <u>BS/BA</u>

C. Programs Placed on Inactive Status

University of Alabama	09.0701	Telecommunication & Film, MA
	45.1101	Sociology, BA

INFORMATION ITEM 20: 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 postmaster'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:

Athens State University

Baccalaureate Certificate in Autism and Development

The certificate will consist of 12 semester hours that will require students to analyze specific treatment approaches used to address communication and social interaction challenges of children, adolescents, and adults with autism spectrum disorders; and to identify and set goals to improve achievements using objectives to decrease negative behaviors.

Baccalaureate Certificate in Accounting

The proposed 15 semester hours certificate will provide an option for individuals interested in finding entry-level jobs in accounting that do not require a degree, such as bookkeeper and accounting clerk. It will allow students to obtain skills as well as a credential that will demonstrate their mastery of select accounting knowledge.

University of North Alabama

Undergraduate Certificate in Community Development and Planning Geographic Information Systems

The proposed certificate will require the successful completion of 16 semester hours. Students enrolled in the certificate program learn to use specialized GIS software to solve community-based problems such as land use planning, utility management, resource mapping, distribution and allocation, law enforcement, public administration, economic impact analysis, environmental impact assessment, site suitability analysis and other local government operations.

Undergraduate Certificate in Environmental Geographic Information Systems

The 16-hour certificate program offers students the chance to learn to use specialized GIS software to solve environment-related problems. Some examples include pollution and solid waste management, natural resource management, weather and climate modeling and forecasting, species distribution and management, ecosystem modeling, and stream inventory.

Undergraduate Certificate in Business Geographic Information Systems

Consisting of 16 semester hours, the certificate is designed primarily for students pursuing careers in business fields and others with a general interest in business. The selection of courses take into consideration a balance between GIS skills and business background. The award of the certificate requires successful completion of a Capstone Project in which students demonstrate their ability to use geospatial tools to solve a business problem.

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.

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