Alabama Commission on Higher Education
RSA Union Building, 100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
Fax: 334-242-0268
Website: www.ache.alabama.gov

COMMISSION MEETING

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

September 8, 2017
10:00 a.m.

AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

September 8, 2017
10:00 a.m.

VIII. Decision Items (Cont'd)

FOUR-YEAR INSTITUTIONS

H. Extensions/Alterations of Existing Programs ·· 152

1. Alabama A&M University, Addition of a Specialization in Ambient Energy Systems to the Existing MS in Physics (CIP 40.0801)

2. Alabama A&M University, Addition of a Specialization in Ambient Energy Systems to the Existing PhD in Applied Physics (CIP 40.0899)

3. Alabama A&M University, Addition of a Concentration in Criminal Justice to the Existing BS in Criminal Justice (CIP 43.0103)

4. Alabama A&M University, Addition of a Concentration in Political Science to the Existing BA in Political Science (CIP 45.1001)

5. Alabama A&M University, Addition of a Concentration in Sociology to the Existing BA in Sociology (CIP 45.1101)

6. Athens State University, Addition of an Option in Health Care Administration to the Existing BS in Health Science (CIP 51.9999)

7. Auburn University, Alteration of the PhD in Fisheries (CIP 01.0303)

8. Auburn University, Alteration of the PhD in Agronomy and Soils (CIP 01.1199)

9. Enterprise State Community College, Addition of a Certificate in Legal Assistant/Paralegal to the Existing AAS in Legal Assistant/Paralegal (CIP 22.0302)

10. Jacksonville State University, Addition of a Traditional Concentration to the Existing BS in Mathematics (CIP 27.0101)

11. Southern Union State Community College, Addition of a Certificate in Business Management and Supervision to the Existing AAS in Business Management and Supervision (CIP 52.0101)

12. University of Alabama, Addition of Concentrations in Natural Resources and Ecosystem Conservation to the Existing BS in Environmental Science (CIP 03.0104)

13. University of Alabama at Birmingham, Addition of an Option in Applied Professional Spanish to the Existing BA in Foreign Languages (CIP 16.0101)

14. University of Alabama at Birmingham, Addition of an Ethics Track to the Existing BA in Philosophy (CIP 38.0101)

15. University of North Alabama, Addition of an Emphasis in Resource Management to the Existing BS in Sport and Recreation Management (CIP 31.0504)

16. University of West Alabama, Addition of Options (6) to the Existing MBA in Business Administration (CIP 52.0201)

17. University of West Alabama, Addition of a Concentration in Military History to the Existing BA/BS in History (CIP 54.0101)

X. **Adjournment**

WORK SESSION AGENDA
ALABAMA COMMISSION ON HIGHER EDUCATION
RSA Union Building, 7th Floor
Sutton Conference Room 732

September 8, 2017
12:30 p.m.

I. **Call to Order**

II. **Roll Call of Members and Determination of Quorum**

III. **Work Session**

    A. **Strategic Plan Overview**

    B. **SARA**

    C. **State Authorization of Non-resident Institutions**
       (not participating in SARA and those having a physical presence)

    D. **Potential Changes in Post-Implementation Procedures**

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DISCUSSION ITEM A: Status Report: Alabama Commission on Higher Education's
                       Appeal's Committee Decision as regards to Fortis College
                       Branch Campuses.

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

Staff Recommendation: For discussion only.

                       A timeline of events leading up to the appointment of an Appeal's
                       Committee and subsequent actions is as follows:

                       February 23, 2017. A *Petition for Rehearing of the Alabama
                       Commission on Higher Education's January 27, 2017
                       Determinations as to Fortis College Branch Campuses* was filed
                       by attorneys representing Education Affiliates, Inc., Capps
                       College, Inc., and Career Consultants, Inc. pursuant to Alabama
                       Administrative Code 300-2-1-.02(9).

                       May 17, 2017. The Rehearing/Commission Conference Room in
                       the RSA Union Building. Parties to the Process:
                       • Members of the Appeal's Committee: Commissioners
                         Timothy Gyan, Patricia McGriff, and Charles Sanders
                       • Counsel for the Petitioners: Maynard Cooper & Gale
                         (Birmingham); Cary Metz, Vice President and General
                         Counsel for Education Affiliates
                       • Counsel for the Commission: Ben Albritton, Assistant
                         Attorney General/General Civil and Administrative Law
                         Division of the Office of the Attorney General
                       • Hearing Officer/Administrative Law Judge (AJL): Randy
                         C. Sallé
                       • Commission Staff: Drs. Purcell and French

                       June 23, 2017. Administrative Law Judge (AJL) Randy C. Sallé,
                       issued a *Recommended Order on Findings of Fact and
                       Conclusions of Law.*

                       July 13, 2017. The Appeal's Committee of the Commission
                       appointed by the Chair, Charles Ball, convened to review the
                       *Recommended Order on Findings of Fact and Conclusions of
                       Law* issued by Sallé and make its recommendation in accord
                       with the 1985 Resolution adopted by the Commission.

                       Decision of the Appeal's Committee:

                       In response to the *Petition for Rehearing* the Appeal's
                       Committee of the Commission accepted the recommendation of
                       the ALJ and ratified and adopted the *Recommended Order on
                       Findings of Fact and Conclusions of Law* in full as submitted. A
                       copy of the Decision is attached.

                       Memorandum of the Appeal's Committee:

                       Pursuant to the Decision of the Appeal's Committee, the
                       Committee issued a Memorandum to the Executive Director
                       requesting a comprehensive review of the Commission's

regulations regarding program review and preparing revisions if necessary for Commission review by December 2017. A copy of the Memorandum is attached.

Background: The Alabama Commission on Higher Education (ACHE) is responsible for the authorization and regulation of instructional programs or units offered by non-Alabama institutions of postsecondary education in the State of Alabama and, under its rule-making authority, establishes criteria for the approval of such institutions and programs. (Code of Alabama/1975/Section 16-5-10 (14).

In 1985, the Commission adopted a resolution which delegated to the Executive Director the authority to approve or disapprove proposed course offerings in Alabama by non-Alabama institutions. In the event of an appeal of program disapproval by a petitioning institution from the decision of the Executive Director, the Chair of the Commission appoints three (3) Commissioners to hear such appeal (Appeal's Committee). The decision of the Committee is final for the Commission. A copy of the Resolution is attached.

Supporting Documentation: Decision of the Appeals Committee
Memorandum of the Appeals Committee
Resolution (1985) as amended
Recommended Order on Findings of Fact and Conclusions of Law (available upon request)

ALABAMA COMMISSION ON HIGHER EDUCATION

Decision of the Appeals Committee

(Education Affiliates, Inc., Capps College, Inc., and Career Consultant, Inc.)
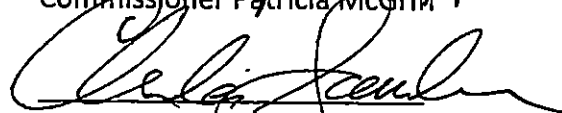
In response to the *Petition for Rehearing of the Alabama Commission on Higher Education's January 27, 2017 Determinations as to Fortis College Branch Campuses* and pursuant to the *Recommended Order on Findings of Fact and Conclusions of Law* prepared by the Administrative Law Judge (ALJ), Randy C. Sallé, the Appeal's Committee of the Commission accepts the recommendation of the ALJ and does hereby ratify and adopt the *Recommended Order on Findings of Fact and Conclusions of Law* in full as submitted.

Dated this 13th day of July, 2017.

SIGNED:

Commissioner Timothy Gyan

Commissioner Patricia McGriff

Commissioner Charles Sanders

ALABAMA COMMISSION ON HIGHER EDUCATION

Memorandum of the Appeals Committee

The Appeal's Committee having completed its task in the matter of the *Petition for Rehearing of the Alabama Commission on Higher Education's January 27, 2017 Determinations as to Fortis College Branch Campuses*, said Appeal's Committee, based upon its review of the subject matter of said Petition, hereby recommends that the Executive Director of the Commission undertake a comprehensive review of Chapter 300-2-1 of the Commission's regulations (Program Review) and prepare revisions if needed and bring forth to the Commission any proposed changes by December 2017.

Dated this 13th day of July, 2017.

SIGNED:

Commissioner Timothy Gyan

Commissioner Patricia McGriff

Commissioner Charles Sanders

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ALABAMA COMMISSION ON HIGHER EDUCATION

RESOLUTION (Amended)

COURSE APPROVAL FOR NON-ALABAMA POSTSECONDARY INSTITUTIONS

WHEREAS, it is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for reviewing and approving or disapproving all proposed postsecondary credit courses offered in the State of Alabama by any non-Alabama institution of education; and

WHEREAS, the goal of the program for reviewing and approving or disapproving proposed postsecondary units or programs of instruction (courses) offered by these non-Alabama institutions through a variety of instructional delivery systems, is to assure that such proposed courses meet acceptable academic standards before prospective student-consumers are enrolled; and

WHEREAS, these institutions must also be licensed or statutorily exempt from licensure to do business by the Alabama Department of Postsecondary Education; and

WHEREAS, an interagency Memorandum of Agreement designed for cooperation and articulation between the Commission and the Alabama Department of Postsecondary Education exists: and

WHEREAS, the agreement provides for coordination as the Department of Postsecondary Education administers its program of licensure and the Commission administers its program of review and approval or disapproval of proposed units or programs of instruction; and

WHEREAS, the Commission appoints such staff as are necessary to insure efficient operation of the program of course approval and disapproval; and

WHEREAS, the Commission review is designed to test the academic quality of the proposed offerings and includes, but is not restricted to, the qualifications of the faculty and supporting staff, the quality of academic support resources, the academic validity of proposed courses, and in general, those standards used by the Commission in reviewing proposals for new off-campus offerings by in-state public institutions,

BE IT RESOLVED, that the 1985 Resolution is hereby amended to read as set forth herein:

The Commission delegates to the Executive Director the authority to approve or disapprove proposed course offerings in Alabama by non-Alabama institutions, and
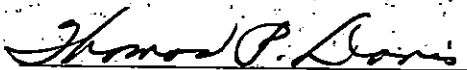
In the event of an appeal of program disapproval by a petitioning institution from the decision of the Executive Director, the Chair of the Commission shall appoint three (3) Commissioners (hereinafter the "Appeal's Committee") to hear such appeal. Their decision shall be final for the Commission.

Those standards used in the review of proposals shall be congruent with those for new off-campus offerings by in-state public institutions and shall be in compliance with the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC) guidelines and criteria,
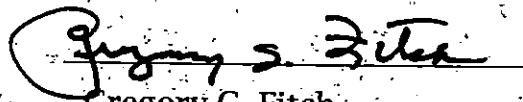
In the event of an appeal of program disapproval, the petitioning institution must present evidence to the Appeal's Committee how its program(s) meets SACS/COC requirements and such other requirements as determined by the Executive Director. Petitioner must prove to the Appeal's Committee that the decision of the Executive Director was clearly erroneous. The decision of the Appeal's Committee following the appeal shall be in writing and include findings of fact and conclusions of law in accordance with Ala. Code §41-22-1 et seq. (1975).

BE IT FURTHER RESOLVED, that the Commission adopts the attached amended regulations for Review and Approval or Disapproval of Proposed Postsecondary Course Offerings in Alabama by Non-Alabama Institutions.

BE IT FINALLY RESOLVED, that this resolution and the attachment shall become a part of the minutes of the December 4, 2009 meeting of the Commission.

_____   _____
Thomas P. Davis   Gregory G. Fitch

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History: Original resolution adopted at the December 5, 1985 Commission meeting.
Amended: December 4, 2009.

DECISION ITEM A:	Fiscal Year 2017-18 Operations Plan
Staff Presenter:	Mrs. Veronica M. Harris Director of Agency Fiscal Services & Accounting
Staff Recommendation:	That the Commission on Higher Education approve the Fiscal Year 2017-18 Operating Plan.
Background:	The purpose of the Operations Plan is to ensure that the objectives of the Legislature's FY 2018 appropriations are satisfied. Each agency is required to submit a plan for each budget unit showing expenditures for each quarter of the fiscal year. This plan, which was due to the Executive Budget Office on July 31, 2017, was submitted in draft form pending approval of the Commission.

In Fiscal Year 2017-18, the Commission's total budget will be $30,796,694. This is a **$4,675,502** increase from FY 2016-17 budget of $26,121,192.

Two new programs have been added to the Commission's budget for FY 2017-18. They are the Alabama Trails Foundation ($95,000) and the Alabama Math and Science Teacher Education Program ($325,000).

The two previously existing programs listed below received increases in FY 2017-18. All other existing programs were level-funded.

1. Alabama National Guard Educational Assistance Program (ANGEAP) received an increase of $4,055,502.

2. Resource Conservation & Development (RC&D) received an increase of $200,000.00

As for sources of revenue, in the coming fiscal year, approximately 93.2% of the Commission's funds come from the state's Education Trust Fund, 5.4% from the federal government, and 1.4% from local funds.

In FY 2017-18, approximately 84.6% of the Commission's budget will be directed toward Grants and Benefits. The operations portion of the budget represents approximately 15.4% of the total funds available.

Supporting Documentation:	1. EBO Form 8. Agency Summary. Attached.
	2. FY 2017-18 Operations Plan. Entire Document. Available upon request.

EBO FORM NO. 8
REVISION NO.:
DATE:

OPERATIONS PLAN
FISCAL YEAR 2017-2018

AGENCY NO. 319

AGENCY NAME: ALABAMA COMMISSION ON HIGHER EDUCATION

APPROPRIATION UNIT NAME:	AGENCY SUMMARY	APPROPRIATION UNIT NO.:	152; 153, 172, 189, 151
ACTIVITY NAME:	ALL ACTIVITIES	ACTIVITY NO.:	ALL
BUDGET ORG. NAME:		BUDGET ORG NO.:	

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

CODE NO.	EXPENDITURES BY MAJOR OBJECT:	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
01	PERSONNEL COSTS	823,967	616,560	612,820	503,639	2,556,986
02	EMPLOYEE BENEFITS	237,641	197,999	197,699	178,374	811,713
03	TRAVEL-IN-STATE	10,000	7,725	8,155	10,275	36,155
04	TRAVEL-OUT-OF-STATE	18,800	10,755	9,500	14,750	53,805
05	REPAIRS AND MAINTENANCE	1,400	1,100	1,400	900	4,800
06	RENTALS & LEASES	143,817	138,387	137,484	148,836	568,524
07	UTILITIES & COMMUNICATIONS	11,175	9,825	9,025	10,891	40,916
08	PROFESSIONAL SERVICES	112,089	71,205	69,559	90,004	342,857
09	SUPPLIES & OPERATIONS	86,807	39,234	38,267	46,124	210,432
10	TRANSPORTATION EXPENSES	1,200	5,200	3,000	6,000	15,400
11	GRANTS, BENEFITS & CLAIMS	7,639,947	6,129,294	6,131,175	6,152,012	26,052,428
12	CAPITAL OUTLAY					
13	TRANSPORTATION PURCHASES					
14	OTHER EQUIPMENT PURCHASES	8,500	6,500	15,700	71,978	102,678
15	DEBT SERVICE					
16	NON-EXPENDITURE DISB.					
	TOTAL EXPENDITURES	9,095,343	7,233,784	7,233,784	7,233,783	30,796,694

SOURCE OF FUNDS

FUND NO.	FUND NAME	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
403	FUNDS BROUGHT FWD(FEDERAL)	738,428				738,428
754	FUNDS BROUGHT FWD (TSPAT)					
200	ETF	7,318,093	7,127,534	7,127,534	7,127,533	28,700,694
403	FEDERAL AND LOCAL	1,038,822	106,250	106,250	106,250	1,357,572
458	AGSLP					
1160	FUNDS BROUGHT FWD(MONITOR)					
778	SAILS					
200	COLA SALARY INCREASE					
1170	AL STUDENT ASSISTANCE KNIGHT					
	TOTAL SOURCE OF FUNDS	9,095,343	7,233,784	7,233,784	7,233,783	30,796,694

EBO USE ONLY
DATE:

A:

APPROVED: _____

DATE: 7/19/2017

DECISION ITEM B: Approval of 2018 Meeting Schedule

Staff Presenter: Tim Vick
                                    Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the proposed meeting schedule for
                                    2018.

                                    Proposed Meeting Schedule for 2018

                                        March 9, 2018
                                        June 8, 2018
                                        September 14, 2018
                                        December 7, 2018

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

                                    1.   The statute requires the Commission to meet at least once
                                         every three months.

                                    2.   A meeting is necessary in December to adopt the
                                         Consolidated Budget Recommendation.

                                    3.   The proposed schedule attempts to accommodate state and
                                         federal holidays.

Supporting Documentation: None.

DECISION ITEM C:

Amendments to the Administrative Procedures for the Alabama National Guard Educational Assistance Program

Staff Presenter:

Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission approve the proposed amendments related to the Chapters 300-4-4-.02, 300-4-4-.04 and 300-4-4-.05 of the administrative procedures for the Alabama National Guard Educational Assistance Program.

Background:

The Code of Alabama Title 31-10, Sections 1-4 charge the Alabama Commission on Higher Education with the administration of the Alabama National Guard Educational Assistance Program (ANGEAP).

The reason for the proposed amendment to the administrative procedures is to make changes required by the passage of Alabama Act 2017-349. Old language is struck-through and new language is underlined.

The changes are as follows:

- Changes award amount to an amount not to exceed the avg. cost of tuition & req. fees per semester at the four-year public institutions. This will equate to approximately $5,080 per semester and a max of $15,240. The previous award amount was $1,000 per semester, with a maximum of $2,000 per year.

- ANGEAP funds may no longer be used to cover the costs of books and supplies.

- ANGEAP benefits are to be applied only after all other available resources have been exhausted.

- Recipients are required to maintain a 2.0 cumulative grade point average.

Supporting Documentation:

1. Proposed amendments to Chapters 300-4-4-.02, 300-4-4-.04 and 300-4-4-.05: Alabama Administrative Code (attached).

Attachment 1

300-4-4-.02 Definition Of Terms.

(1) Academic Year: The academic year for Alabama National Guard Educational Assistance Program purposes is from October 1 of one year to September 30 of the next year.

(2) Alabama Resident: A resident of the State of Alabama is a person who has established residency within the State of Alabama prior to the beginning of the term for which financial assistance is requested.

(3) Distribution of Funds: Reimbursement shall be made promptly at the end of each academic quarter or semester for all certified invoices/vouchers. Should funds appropriated to the Alabama National Guard Educational Assistance Program be insufficient to provide each eligible student with a full grant payment for any term(s) during an academic year, ~~funds will be awarded on a first-in, first-out basis until all available funds are expended~~ then the awards will be prorated equally among the institutions on a percentage basis of the total invoices/vouchers received and paid accordingly. For degrees above the baccalaureate level, only ten percent of the total funds of the benefit program may be used.

(4) Educational Grant: A grant is defined as a financial award by the State of Alabama to an Alabama National Guard Educational Assistance Program applicant who is designated to be an eligible student enrolled in or accepted for enrollment in an eligible program at an eligible institution, and is awarded on a per semester basis to the student to defray direct educational-related expenses: tuition and ~~mandatory~~ cost of instruction fees, ~~books, and supplies, to a minimum of one hundred dollars ($100)per semester, and not to exceed one thousand dollars ($1,00) per semester after all federal benefits have been applied to the account of the student, for a total amount not exceeding two thousand dollars ($2,000) annually~~, not to exceed the average cost of tuition per semester of a state-supported Alabama four year institution for classes or courses that count towards the individual's degree or certificate plan as designed and approved by the college or institution attended for the individual's declared program of study, less any Alabama Student Grant Program proceeds for which the student may be eligible and after all federal benefits have been applied to the account of the student. The average tuition amount per semester will be determined by the Alabama Commission on Higher Education based on its Tuition and Fee Report. Payments to recipients shall not extend beyond twelve (12) years after the date of the first grant payment issued to the student through this program.

(5) Eligible Program: An eligible program is any program leading to ~~an~~ a certificate, associate, baccalaureate, master's, or doctorate degree in an accredited institution of higher learning, technical college, or community college~~, or junior college~~ within the State of Alabama.

(6) Eligible Institution: An eligible institution is a public or private institution of higher education which: (a) is in Alabama; (b) admits as regular students only persons who have a high school diploma, or who are beyond the age of compulsory school attendance in Alabama; and who have the ability to benefit from the training offered; (c) is legally authorized to provide an educational program beyond secondary education; (d)provides an educational program for which it awards ~~an~~ a certificate, associate, baccalaureate, master's, or doctorate degree, (e) is accredited by a nationally-recognized accrediting agency or association; and (f) executes an agreement with the Alabama Commission on Higher Education to participate in the Alabama National Guard Educational Assistance Program.

(7) Eligible Student: An eligible student is an applicant who completes an application for an Alabama National Guard Educational Assistance Program application, and

(a) Is classified as a student enrolled in ~~an~~ a certificate, associate, baccalaureate, master's, or doctorate degree program;

(b) Is a resident of the State of Alabama, as defined in .02(2);

(c) Is making satisfactory academic progress as determined by the eligible institution;

(d) Is at least seventeen years of age;

(e) Is an active member in good standing with the Alabama National Guard;

(f) Is an active member of a federally recognized unit of the Alabama National Guard;

(g) Has completed basic training ~~and advanced individual training~~, unless excluded from this requirement by military regulations;

(h) Is enrolled in an accredited college, university, community college, or technical college within the State of Alabama; and

(i) Is not receiving 100% of covered expenses from federal veterans' educational benefits available to members of the National Guard during the term(s) ANGEAP payments are received.

(j) Has completed a Free Application for Federal Student Aid (FAFSA).

(k) Is maintaining at least a 2.0 cumulative grade point average at the end of each term or semester;

(l) Is in pursuit of his/her first undergraduate or graduate degree. Students may continue to receive ANGEAP if they obtain an associate degree and then transfer to a senior institution in order to complete a baccalaureate degree. ANGEAP will not pay for multiple degrees at the same degree award level (i.e. certificate, associate degree, baccalaureate degree, master's degree or doctoral degree).

(8) False Statement or Misrepresentation: Any person who knowingly makes or furnishes any false statement or misrepresentation, or who accepts such false statement or misrepresentation knowing the same to be false, for the purpose of enabling an individual or institution to obtain monies wrongfully under this program, shall be guilty of a Class A misdemeanor, and upon conviction thereof, shall be subject to a fine or to imprisonment, or to both, as such misdemeanor is defined in Act No. 607, S. 33 of the 1977 Regular Session (Acts1977, Vol. 11, p. 812).

(9) Graduate Student: A graduate student is defined as a person who has already earned a baccalaureate degree and is enrolled in a master's or doctorate degree program at an eligible institution as defined in .02(6).

(10) Refund Policies and Procedures:

(a) If a student transfers, withdraws, or becomes ineligible for an educational grant during the academic term of the award year, the institutional-financial aid administrator will not disburse Alabama National Guard Educational Assistance Program grant funds to the student.

(b) If a student withdraws from school or reduces his/her course-load after receiving Alabama National Guard Educational Assistance Program grant funds, but before the end of the academic term, and is not entitled to a refund in accordance with the institution's refund policy, the Alabama National Guard Educational Assistance Program will not require a refund of any portion of the grant award which was utilized by the student toward payment of the institution's

net charges to the student for the period of actual attendance. However, if the grant award payment to the student exceeds the amount of the educational cost to the student, the institution must return to the Alabama National Guard Educational Assistance Program the refund amount and the institution must maintain with the student's records documentation listing (a) the date the student withdrew, and (b) the net institutional charges to the student for the period of the student's attendance, (c) the amount of the student's grant award, and (d) the amount of refund due the Alabama National Guard Educational Assistance Program.

(c) In the event the individual's service in the Alabama National Guard is terminated or his service becomes unsatisfactory while receiving or for four (4) years after receiving the benefits afforded by this program the benefits will be terminated and repaid by the individual on a pro rata basis. If the individual's National Guard service is terminated because of military medical disability, mandatory removal date, or death, the member and heirs are exempt from the repayment provision.

(11) Student Application Procedure: Each Alabama National Guard Educational Assistance Program applicant must submit to the Alabama Commission on Higher Education an application for a grant. Awards will be issued for completed applications submitted to the Alabama Commission on Higher Education by the application deadline date and as long as funds remain available.

(12) Tuition: Tuition is defined as the per semester cost of instruction and fees to the student as stated in the institution's catalog, ~~plus the average cost of books and supplies, to a minimum of one hundred dollars ($100) per semester, and not to exceed one thousand dollars ($1,000) per semester after all federal benefits have been applied to the account of the student, for a total amount not exceeding two thousand dollars ($2,000) annually~~ not to exceed the average cost of tuition per semester of a state-supported Alabama four year institution for classes or courses that count towards the individual's degree or certificate plan as designed and approved by the college or institution attended for the individual's declared program of study, less any Alabama Student Grant Program proceeds for which the student may be eligible and after all federal benefits have been applied to the account of the student. The average tuition amount per semester will be determined by the Alabama Commission on Higher Education based on its Tuition and Fee Report.

(13) Undergraduate Student: An undergraduate student is defined as a person who is in attendance at an accredited Alabama postsecondary educational institution and who has not earned a baccalaureate degree. A student who is enrolled in a program of study designed to extend for more than four academic years shall not be considered an undergraduate student in that portion of the program that involves study beyond the fourth academic year, unless the program leads to a first degree and is designed to extend for a period of five academic years.

300-4-4-.04: Awarding Procedures

(1)   300-4-4-.04 Awarding Procedures. The following procedures shall be the method used by the Alabama Commission on Higher Education for making available Alabama National Guard Educational Chapter 300-4-4 Higher Education Supp. 9/30/14 4-4-6 Assistance Program awards to eligible students at eligible institutions:

(a)   Applications may be obtained from eligible institutions, the Alabama Military Department, and from the Alabama Commission on Higher Education.

(b)   Applications shall be completed by student applicants. All information requested on the Alabama National Guard Educational Assistance Program Application must be completed and the form mailed or delivered to the Alabama National Guard Educational Assistance Program office. Applications will not receive consideration for grant payment if received in the Alabama National Guard Educational Assistance Program office after September 30 of the academic year for which grant funds are being requested. If all items and information requested on the application form are not completed, the application is invalid and the student is ineligible to receive an Alabama National Guard Educational Assistance Program payment.

1.   Each application shall have a preliminary review of the Alabama Military Department and the institution to determine if the application is complete and meets the eligibility criteria for a grant.

2.   Each student applicant shall be notified by the Alabama Military Department or the institution, as appropriate, when the application is incomplete and additional information is needed. The Alabama Military Department, the institution or the Alabama Commission on Higher Education, as appropriate, shall notify each student who does not meet all eligibility criteria and is, therefore, ineligible for an Alabama National Guard Educational Assistance Program awards.

(c)   All applications which pass the preliminary review for eligibility shall be compared to other appropriate departmental or institutional records. Such records shall be used to verify that each student applicant is an eligible student as defined in section .02 (7).

(d)   The Adjutant General of the Alabama National Guard, or his representative, and the institutional financial aid officer shall sign and complete each application of a student determined to be eligible for an Alabama National Guard Educational Assistance Program award.

(e)   Each completed application shall be forwarded to the Alabama National Guard Educational Assistance Program Office. Higher Education Chapter 300-4-4 Supp. 9/30/14 4-4-7

(f)   Information received from applicants shall be evaluated by the Alabama National Guard Educational Assistance Program Office.

1.   Incomplete applications received shall be returned to the eligible institution or the student applicant.

2.   Complete applications of eligible students shall be compared with monies available.

3.   All Alabama Student Grant Program proceeds for which the student may be eligible shall be deducted from the tuition figure used for Alabama National Guard Educational Assistance Program purposes.

4.   ~~Awards will be determined on a first-in, first-out basis as long as funds are available and as specified in .02(3)~~ Reimbursement shall be made promptly at the end of each academic quarter or semester for all certified invoices. Should funds appropriated to the Alabama National Guard Educational Assistance Program be insufficient to provide each eligible student with a full grant payment for any term(s) during an academic year, then the awards will be prorated equally among the institutions on a percentage basis of the total invoices/vouchers received and paid accordingly.

(g)	All awards made by the Alabama National Guard Educational Assistance Program shall be made to individual students enrolled in eligible programs at eligible institutions in the State of Alabama.

(h)	Disbursement of all grants shall be made by check to ~~individual students (by name) or individual students (by name) and~~ the institutions in the State of Alabama. The Alabama National Guard Educational Assistance Program shall have checks prepared for eligible awardees.

1.	The Alabama National Guard Educational Assistance Program Office shall prepare vouchers for eligible students for whom funds are available.

2.	The Alabama National Guard Educational Assistance Program Office shall verify that each check is properly prepared.

3.	Checks shall be mailed along with a certification roster to the institutional Financial Aid Officer for issuing to students.

4.	The institution shall issue checks to students and ensure that the institutional official who issues a check signs and dates the roster whenever such check is issued. The completed certification roster shall be returned to the Alabama National Guard Educational Assistance Program Office no later than sixty (60) calendar days after receipt of the certification roster.

5.	All checks which are undeliverable by the institution shall be returned to the Alabama National Guard Educational Assistance Program along with the reason for Chapter 300-4-4 Higher Education Supp. 9/30/14 4-4-8 cancelling the checks, no later than sixty (60) calendar days after receipt of the checks.

Author: Timothy W. Vick.
Statutory Authority: Code of Ala. 1975, §§31-10-1, et seq.
History: Filed August 28, 1984; **Amended**: Filed: March 27, 2017. Amended: Filed; effective.

300-4-4-.05 Disbursement Of Funds.

(1) The Alabama National Guard Educational Assistance Program shall determine from the completed applications received from all students the sufficiency of funds. Award amounts are ~~restricted to a minimum of one hundred dollars ($100) per semester, and not to exceed one thousand dollars ($1,000) per semester~~ not to exceed the average cost of tuition per semester of a state-supported Alabama four year institution, less any Alabama Student Grant Program proceeds for which the student may be eligible and after all federal benefits have been applied to the account of the student~~, for a total amount not exceeding two thousand dollars ($2,000) annually~~, nor shall any student receive a grant at more than one approved institution during any one academic term. The average tuition amount per semester will be determined by the Alabama Commission on Higher Education based on its Tuition and Fee Report,

(2) The Alabama National Guard Educational Assistance Program shall determine the dollar amount of each grant and shall prepare a voucher each term requesting that the State Comptroller disburse Alabama National Guard Educational Assistance Program funds for eligible students. Reimbursement shall be made promptly at the end of each academic quarter or semester for all certified invoices. Should funds appropriated to the Alabama National Guard Educational Assistance Program be insufficient to provide each eligible student with a full grant payment for any term(s) during an academic year, then the awards will be prorated equally among the institutions on a percentage basis of the total invoices/vouchers received and paid accordingly.

(3) The State Comptroller shall prepare a check payable to the ~~student (by name) or to the student (by name) and the~~ approved institution for each eligible grant recipient listed on the award list. Such checks and a certification roster with the amount of grant indicated for each eligible student(s), shall be forwarded to the approved institution for delivery to the student(s).

(a) No later than sixty (60) calendar days after receipt of the grant check(s), the approved institution shall issue the individual check(s) to the eligible student(s) and return the completed certification roster to the Alabama National Guard Educational Assistance Program Office.

(4) If a student whose eligibility for a grant has been certified by an approved institution becomes ineligible for a grant before the expiration of the institutional tuition refund period, the grant funds shall not be delivered to the student, but shall be returned to the Alabama National Guard Educational Assistance Program Office. Funds are considered received by a student when the Alabama National Guard Educational Assistance Program check is delivered to the student.

(5) No person shall be eligible for an Alabama National Guard Educational Assistance Program grant for more than ten (10) years after the date of the first grant payment granted through this program.

Author: Tim Vick
Statutory Authority: Code of Ala. 1975, §§31-10-1, et seq.
History: Filed August 28, 1984. **Amended:** Filed August 18, 2014; effective September 22, 2014. **Amended:** Filed June 18, 2015; effective September 27, 2015. **Amended**: Filed; effective.

DECISION ITEM D:	<u>Administrative Procedures for the Alabama Math and Science Teacher Education Program</u>
<u>Staff Presenter</u>:	Tim Vick Director of Operations and Fiscal Services
<u>Staff Recommendation</u>:	That the Commission approve the proposed administrative procedures for the Alabama Math and Science Teacher Education Program (AMSTEP).
<u>Background</u>:	This program was created through Alabama Act 2017-335 (Education Trust Fund Appropriations Bill for FY 2017-18).
	The purpose of the program is to reduce the shortage of math and science teachers in Alabama's public schools and improve student performance by establishing a college scholarship program in the areas of math and science teacher education.
	The Alabama Commission on Higher Education (ACHE) is the state agency responsible for the administration of the program and is responsible for developing appropriate administrative rules, policies and procedures.
<u>Supporting Documentation</u>:	1. Administrative Procedures for the Alabama Math and Science Teacher Education Program. Attached.

ALABAMA COMMISSION ON HIGHER EDUCATION
ADMINISTRATIVE CODE
STUDENT ASSISTANCE

CHAPTER 300-4-12
ALABAMA MATH AND SCIENCE TEACHER EDUCATION PROGRAM

TABLE OF CONTENTS

300-4-4-.01 Organization

(1)   It is the responsibility of the Alabama Commission on Higher Education (ACHE) to establish rules and regulations for the administration and implementation of the Alabama Math and Science Teacher Education Program (AMSTEP). The program will be administered in accordance with the policies and procedures established by the Alabama Commission on Higher Education.

(2)   The Alabama Commission on Higher Education appoints such staff as are necessary to ensure efficient operation of the program and is the final authority in determining eligible program applicants.

Author: Tim Vick
Statutory Authority: Alabama Act 2017-335; Code of Alabama, 1975 §§16-5-10(10), et seq.
History: Filed; Effective

300-4-12-02 Definition of Terms

(1)   Eligible Institution - Institutions must meet both of the following criteria in order to participate in the program:

(a)   The institution must be accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC);

(b)   The institution must have programs approved by the Alabama State Board of Education (ALSBE) / Alabama State Department of Education (ALSDE) to prepare teachers in math or science.

(2)   Eligible Student – In order to participate in the program, recipients must:

(a)   be an Alabama resident;

(b)   attend an eligible participating institution of higher education;

(c)   be unconditionally admitted to an ALSBE approved program in math or science based on that institution's admission criteria (to include the PRAXIS Core Test or any other such test subsequently approved to take its place by the ALSBE);

(d)   be one of the following:

1.   undergraduate junior or senior enrolled in a secondary education program in math or science and taking 12 ≥ semester hours, with preference given to students classified as seniors,

2.   currently certified teacher enrolled in courses to earn certification in math or science,

3.   a graduate student enrolled in a secondary math or science Alternative Class A program approved by the ALSBE;

(e)   maintain the required College/School/Division/Department of Education GPA (cumulative). Note: If the student fails to meet GPA requirements at the end of a semester, the student's remaining award balance must be given to another eligible student;

(f) sign a letter of acceptance for the award;

(g) sign a statement that they intend to:

1. finish the program in which they are enrolled,

2. meet all testing requirements,

3. apply for an Alabama Educational Certificate.

Author: Tim Vick
Statutory Authority: Alabama Act 2017-335; Code of Alabama, 1975 §§16-5-10(10), et seq.
History: Filed; Effective

300-4-12-.03 Disbursement of Funds

(1)   Institutions will be required to submit a Request for Proposal (RFP) to participate in the program. The RFP will be developed by the staff of the Commission on Higher Education and is subject to change each year.

(2)   The staff of the Commission on Higher Education will select the participating institutions based on the following criteria:

(a)   Previous experience in credentialing persons in math and science (30%);

(b)   Design/Plan for increasing students credentialing in math and science education (50%),

(c)   Ability to credential persons to teach in communities where shortages in math and science teachers is acute. (20%),

(3)   Each selected institution will receive a percentage of the total funds available to be used to provide scholarships based on their response to the RFP.

(4)   No indirect /administrative cost can be charged to the scholarship by the institution.

(5)   Once each institution's overall percentage of the total awards has been determined, each institution will receive its designated percentage of the funds available for each quarter. In FY 2017-18, the first increment will be available on January 1, 2018. In subsequent

fiscal years, these increments will be available on October 1, January 1, April 1 and July 1 of any given fiscal year.

(6)   Funds awarded in any given award year can be used for a period of two years.

(7)   Institutions will have the flexibility to determine the number of awards distributed and the amounts to be received; however, awards cannot exceed the tuition and cost of instruction fees of the institution per semester.

(8)   Participating institutions must:

(a)   sign a Program Participation Agreement (PPA) with ACHE each fiscal year;

(b)   identify recipients based on ACHE established student eligibility criteria;

(c)   certify to ACHE that recipients meet all the eligibility requirements;

(d)   submit vouchers to ACHE at the end of each quarter of the fiscal year for payment. ACHE will not disburse checks to students;

(e)   meet the following reporting requirements (Data will be reported to ACHE. Failure to meet all reporting requirements will jeopardize an institutions eligibility to participate in the program):

1.   percent of recipients that graduate,

2.   percent of recipients who pass the PRAXIS math and/or science test, depending on their field(s) of study,

3.   the number of recipients that are teaching in Alabama public schools.

4.   the number of recipients that are teaching in designated high demand areas.

(9)   If a student whose eligibility for a grant has been certified by an approved institution becomes ineligible for a grant before the expiration of the institutional tuition refund period, the grant funds, the student's remaining award balance must be given to another eligible student.

Author: Tim Vick
Statutory Authority: Alabama Act 2017-335; Code of Alabama, 1975 §§16-5-10(10), et seq.
History: Filed; Effective

300-4-12-.04 Maintenance of Records

(1)   An annual report regarding the success of scholarship students will be required. The report will include the data described in 300-4-12-.03 (e).

(2)   Each approved institution shall establish and maintain on a current basis adequate records which reflect all transactions with respect to program and fiscal activity as they relate to the administration of the Math and Science Education Program. The records must be maintained in such a manner as to identify all program and fiscal transactions separately from other institutional activities and funds.

(3)   The records for any award period shall be retained for a period of five (5) years following the date of submission of the institutional award list, unless a longer retention period is necessitated because of program review or audit resolution problems. In the event an approved

institution closes or otherwise ceases operation and fails to matriculate students, institutional program records of the approved institution shall be forwarded to ACHE for retention.

(4)   Forms must be used to gather data in a uniform manner from each applicant; such forms shall contain information relative to all eligibility criteria for an award. Fiscal records pertaining to the operation of the program at an approved institution must be maintained in a manner which provides a clear audit trail.

(5)   The Executive Director of the Alabama Commission on Higher Education, or any of the Director's duly authorized representatives, will have access, for the purpose of review and examination, to program records and supporting documents maintained by the approved institution.

(6)   The records involved in any claim or expenditure which has been questioned by program review or by state audit must be retained until resolution of any such review or audit questions.

Author: Tim Vick
Statutory Authority: Alabama Act 2017-335; Code of Alabama, 1975 §§16-5-10(10), et seq.
History: Filed; Effective

300-4-12-.05 Appeals

(1)   Any person or institution aggrieved by the actions of the Commission in its administration of this rule may, by written petition filed with the Commission within thirty (30) days after notice of the action complained of, request a rehearing by the Commission. The Commission shall schedule the requested rehearing no less than twenty (20) days, nor more than thirty (30) days after receipt of the petition. The aggrieved party may present written and oral evidence supporting its petition and may be represented by counsel, if desired. The decision of the Commission following the rehearing shall be final.

Author: Tim Vick
Statutory Authority: Alabama Act 2017-335; Code of Alabama, 1975 §§16-5-10(10), et seq.
History: Filed; Effective

300-4-12-.06 Reporting

(1)   ACHE shall submit a report to the Governor and to the Chairs of the Senate Committee on Finance and Taxation-Education and the House Ways and Means Education Committee and the Legislative Fiscal Officer within 60 days after October 1, 2017 regarding the steps being taken to implement this program.

(2)   ACHE shall submit an annual report with 30 days after September 30, 2018 including updates on all aspects of the program.

Author: Tim Vick
Statutory Authority: Alabama Act 2017-335; Code of Alabama, 1975 §§16-5-10(10), et seq.
History: Filed; Effective

DECISION ITEM E:	Forever Wild Appointment of Board Member
Staff Presenter:	Mrs. Margaret M. Gunter Director of Communications & Governmental Relations
Staff Recommendation:	The staff recommends that the Commission appoint Dr. Jason E. Bond, Professor and Chair Auburn University, Department of Biological Sciences.
Background Information:	Act No. 91-219 established a Board of Trustees of the Alabama Forever Wild Land Trust. ACHE appoints three members to serve staggered terms (every two years) to the Forever Wild Board. The term held by Dr. Gary Hepp from Auburn University expires on September 30, 2017.
	Dr. Bond has experience in conservation and land management practices which he learned while serving as the director of the Alabama Natural Heritage Program. He has served as a North American council member for the IUCN Red List of Threatened Species, the world's most comprehensive inventory of the global conservation status of biological species. He has published 86 papers and specializes in the field of arthropod evolutionary biology and systematics. He has served as Chair of the Department of Biological Sciences at Auburn University since January, 2016. Dr. Bond is highly qualified to fill the vacancy on the Forever Wild Board. The staff recommends that he be approved.
Supporting Documentation:	1. Letter of nomination *(available upon request)*
	2. Resume of Dr. Bond *(available upon request)*

DECISION ITEM F: Policy Change Regarding Reasonable Extensions-Alterations of Existing Programs

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

Staff Recommendation: That the Commission approve the proposed policy change; providing that reasonable extensions-alterations shall be reviewed as notifications by the Commission for informational purposes.

Background: The Commission's Statute, Section 16-5-1, Code of Alabama 1975 contains the following definition: (4) UNIT. A school, college, division or institute and includes the establishment of any new branch or campus. The term does not include reasonable extension or alterations of existing curricula or programs which have a direct relationship to existing programs previously approved by the commission; the commission may, under its rule-making authority [16-5-10 (10)], define the character of such reasonable extensions and alterations.

The Commission defines a reasonable extension or alteration, under its rule-making authority Chapter 300-2-1-.01 Program Review, "Definitions Recognized By The Commission," as "a modification of an existing unit or program of instruction that does not change its essential character, integrity, or objectives."

Such modifications do not create new units or programs of instruction. Program changes may include the addition of a new area of specialization (concentration, option, emphasis, focus, track), or changes in degree nomenclature at the same degree level (except doctoral), or changes in program title or CIP code, provided these modifications are within Commission guidelines. Provisions for reasonable extensions or alterations of units or programs of instruction do not relate to the addition of off-campus sites or adding any new unit or program.

The current policy "Guidelines for the Review of Extension and Alterations of Existing Programs" (adopted August 19, 1994) requires that extensions/ alterations determined to be substantive be submitted to the Commission as decision items. The current policy document is provided as Attachment 1.

Rationale: The basis for the request is that the criteria of reasonable extensions-alterations -- operationally defined as a modification of an existing unit or program of instruction that does not change its essential character, integrity, or objectives -- can be sufficiently applied and determined by Commission Staff.

In any instance that Commission Staff are not satisfied that the definition criteria of a "reasonable extension-alteration" has been met, the institution may withdraw the item or request that the item come before the Commission as a decision item.

There will be no change in the form used by the institutions for submitting the request for Staff review as a reasonable extension-alteration. In that manner, the continuity of documentation will be maintained in the Commission's records. The form "Proposal Form for the Addition of an Option, Track, Specialization, or Concentration, etc., to an Existing Program" is shown in Attachment 2.

Supporting Documentation:

1. Guidelines for the Review of Extension and Alterations of Existing Programs" (adopted August 19, 1994). Attachment 1.

2. Proposal Form for the Addition of an Option, Track, Specialization, or Concentration, etc., to an Existing Program . Attachment 2.

3. The Code of Alabama 1975, Section 16-5-1 (4) and Section 16-5-10 (10). Available upon Request.

4. "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.

5. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon   request.

Attachment 1
Guidelines for the Review of Extensions and Alterations of Existing Programs

Alabama Commission on Higher Education

GUIDELINES FOR THE REVIEW
OF EXTENSIONS & ALTERATIONS OF EXISTING PROGRAMS

According to the Commission's statute, a new unit of instruction does not include reasonable extensions or alterations of existing curricula or programs that have a direct relationship to existing programs previously approved by the Commission. However, the statute also states that the Commission may, under its rule-making authority, define the character of such reasonable extensions and alterations.

A Reasonable Extension or Alteration of a Unit or Program of Instruction is defined as a modification of an existing unit or program of instruction that does not change its essential character, integrity, or objectives. Such modifications do not create new units or programs of instruction. Program changes may include the addition of a new area of specialization (concentration, option, emphasis, focus, track), or changes in degree nomenclature at the same degree level (except doctoral), or changes in program title or CIP code, provided these modifications are within Commission guidelines (see below). Provisions for reasonable extensions or alterations of units or programs of instruction do not relate to the addition of off-campus sites or adding any new unit or program.

There are two types of reasonable extensions or alterations of a unit or program of instruction: 1) Non-Substantive Change which requires notification to Commission by information item; and 2) Substantive Change which requires Commission approval. Substantive changes that are determined by the staff not to be "reasonable" extensions or alterations will be submitted to the Commission for action, either as an extension or alteration or as a new program of instruction. Those considered to be "reasonable" require notification to the Commission by information item.

1. **Non-Substantive Extensions/Alterations of Existing Units or Programs of Instruction:** The following extensions and alterations of existing units and programs of instruction are considered non-substantive and do not require Commission approval. However, before any of these changes may be implemented, they must be presented to the Commission as information items. If supporting documentation verifies that any conditions and requirements are met, the changes will be recognized by the Commission by information item. The Commission staff may request additional information if necessary. It is recommended that institutions consult the Commission staff prior to submitting the proposal if there is a question regarding whether the proposed extension or alteration is substantive or non-substantive.

   A. Changes in award nomenclature at the same level for programs listed in the Commission's *Academic Program Inventory,* with the exceptions listed below,

provided that no changes in program requirements, content, and objectives are made, and provided the new nomenclature replaces the current designation. Prior to implementation, the institution must present an information item that provides sufficient evidence that the proposed nomenclature is more appropriate than the current designation.

1) For purposes of this policy, the Certificate and Diploma (30-60 sh) in the two-year colleges are considered to be at the same level but the AAT and AAS are not considered to be the same level, because the Commission on Colleges of the Southern Association Colleges and Schools does not recognize the AAT degree. Since the Commission reviews only "long-term" certificates or diplomas in the two-year colleges, any reference to certificates and diplomas is limited to awards of 30-60 sh unless otherwise specified.

2) All changes in award nomenclature at the doctoral level require Commission approval as substantive changes.

B. Upgrades from Diploma and Certificate to Associate in Applied Technology (AAT) in technical colleges, if documentation is provided that:

1) The AAT is limited to the technology and service programs requiring the highest levels of skills as jointly determined by the staffs of the Commission and the ~~ADPE.~~ Alabama Community College System (ACCS).

2) The total credit hours in general education requirements are no less than that required by the Southern Association of Colleges and Schools (SACS) Commission on Colleges' standards for associate degrees.

3) The programs are no more than six semesters in length.

4) All courses are on a regular collegiate credit hour basis.

C. Upgrades from AAT to AAS in technical colleges, if documentation is provided that:

1) The technical college achieves Commission on College (COC) accreditation from SACS; or the technical college achieves candidacy status for COC accreditation. In the case of candidacy status, if accreditation is not achieved within four years of the date of candidacy status, the award of completion reverts back to the AAT unless documentation can be provided that the COC has granted additional time to the institution to receive accreditation.

2) Written documentation of the following is submitted to the Commission staff from ~~ADPE:~~ ACCS:

     a. Date of achievement of candidacy status with COC or COC accreditation.

     b. Documentation that the technical college faculty teaching the basic core of general education courses in communication, social sciences, science and math, and fine arts meet the COC requirement of holding at least a master's degree and having completed at least 18 graduate semester hours in the field taught.

D. Upgrades from Diploma and Certificate to AAS in community colleges, if documentation is provided that the following conditions are met:

1) The institution must have a Diploma or Certificate listed in the Commission's *Academic Program Inventory* at the proposed CIP Code with the proposed program title.

2) The CIP Code and title of the upgraded program must remain the same as for the Diploma or Certificate.

3) The total credit hours in general education requirements must be no less than that required by SACS for associate degrees.

4) The program must be no more than 76 semester hours in length.

5) The two-year institution must have achieved COC accreditation or candidacy status from SACS (copy of letter from SACS must be provided.)

Note: In the case of institutional consolidation, no upgrades from Diploma or Certificate to AAS or from AAT to AAS will be accepted by information item until the institutional consolidation of the institution has been approved by the Commission and documentation is provided by ~~ADPE~~ ACCS from SACS that the educational institution resulting from the consolidation has COC accreditation or candidacy status. Administrative consolidation of institutions, as defined by the Commission, does not provide a basis for changing or upgrading awards.

E. Changes in program titles or CIP codes if documentation is provided that no changes are made in program requirements, content, and objectives, and provided the new title or code replaces an earlier designation. Program title changes or CIP code changes should only be made when the proposed title or code more adequately reflects the nature and content of the program. The burden of demonstrating this is upon the institution.

F. New Educational Specialist (Ed.S.) degree programs if documentation is provided that they are implemented in conjunction with State Board of Education approved sixth-year (AA) teacher certification programs.

G. Non-degree programs of senior institutions including prebaccalaureate, postbaccalaureate, and postmasters certificates. Note: These certificates are not listed in the Commission's *Academic Program Inventory.*

H. Short-term certificate programs (less than or equal to 29 semester hours) in community, junior, and technical colleges designed for completion in less than one academic year (two semesters) of full-time study or the equivalent. Note: These certificates are not listed in the Commission's *Academic Program Inventory.*

I. Dual degree programs sponsored by two different institutions or two departments, schools, or colleges within an institution, leading to the awarding of two separate degrees. Dual degrees are not discretely identified in the Commission's *Academic Program Inventory.* This definition assumes the existence of two degree offerings prior to an agreement for a dual offering.

J. Administrative changes at the Department level, such as establishing a new department, combining two or more departments into a single department, or dividing a department into two or more departments. If the administrative change creates a more prominent unit of instruction, such as a division or school, Commission approval as a new unit is required.

K. New Units of Instruction, Research, or Service which do not offer courses or other activities for academic credit.

L. New Teacher Certification Programs. However, if a certification program involves the addition of a new degree program which will be added to the Commission's *Academic Program Inventory* and identified in the institution's catalog or other publications, Commission review and approval as a new academic program is required. (For example, if the institution is adding a teacher certification in English under an existing degree program in Secondary Education, Commission approval is not required. However, if a separate degree is to be offered in English Education, per se, then approval is required).

M. Designation of a program in the Commission's *Academic Program Inventory* as inactive or reinstatement of an inactive program to active status. While a program is on inactive status, no students will be admitted. If an inactive program has not been reinstated within five years, it will be removed from the Commission's *Academic Program Inventory.* Once the five-year time limit has expired, the institution will have to submit a new program proposal, following established timetables and procedures for review, to have a program reinstated to the Commission's *Academic Program Inventory*.

To reinstate an inactive program to active status within five years of the date it was formally recognized as inactive by the Commission, the institution must submit documentation that the program has adequate resources and student

demand to be placed on active status. After June 6, 1997, only viable programs, as determined by the Alabama Commission on Higher Education, may be placed on inactive status.

N. Termination of a program in the Commission's *Academic Program Inventory*. Once the Commission formally recognizes the termination of a program in the Inventory, the institution must submit a new program proposal, following established timetables and procedures, to offer the program again.

2. **Substantive Extensions/Alterations of Existing Programs or Other Units of Instruction:** ~~A substantive change must be approved by the Commission as a reasonable extension/alteration of an existing program. All proposed extensions and alterations of existing programs and curricula not specifically defined as non-substantive in section 1 must be presented to the Commission for approval as substantive changes.~~ <u>Substantive changes that are determined by the staff not to be "reasonable" extensions or alterations will be submitted to the Commission for action, either as an extension or alteration or as a new program of instruction. Those considered to be "reasonable" require notification to the Commission by information item.   In more detail, if</u> ~~If~~ the staff determines that the proposed extension or alteration is a new program or unit and not a reasonable extension/alteration of an existing program, the institution must follow established review guidelines and procedures for reviewing new programs and units. Generally, if less than one-third of the major of the proposed extension/alteration is in common with the major of the existing program(s), the change will be considered a new program. The criteria used for evaluating the reasonableness of a proposed substantive extension or an alteration include:

   • The scope or effect of the proposed extension or alteration (How many of the major courses to be offered by the proposed extension/alteration are offered in the existing program? How will the proposed extension/alteration impact other public institutions? Will the proposed extension/alteration move the program listing to a new two-digit CIP category in the Commission's academic program inventory?)
   • The impact of the proposed change on the existing program or unit (What will be the budgetary impact of the proposed extension/alteration? What changes in faculty and staff will be required to implement the proposed extension/alteration?)
   • The rationale for the proposed change (Is justification for proposed extension/alteration based on academic principles and/or market demand? What evidence can be presented that this proposed change will benefit students? Reference need or demand studies if available. How will the resulting program be improved as a result of this proposed change?)

Substantive extensions/alterations of existing programs and other units of instruction include, but are not limited to:

A. Approval of New Options/Tracks/Specializations/Concentrations as the Result of Program Mergers and Consolidations or New Course Sequences

1) Option must be in a field closely related to the major (usually 28 sh or more).

2) Generally, an option must be less than half of the total credits needed for the major (two-year), upper-division major (baccalaureate) or graduate program. (Note: The Commission's definition of minor is 18 sh generally. An option generally would require fewer hours than a minor except in cases where the major is greater than 34 sh.)

3) Generally, the resulting program must have a common core (excluding the general education core) for all majors regardless of which option selected, which is at least 50% of the major. Exceptions to this guideline will be considered if the institution can present convincing rationale that the 50% should be reduced.

B. Approval of Mergers of Two or More Programs into an Existing Program in the Commission's Academic Program Inventory.

1) Merged program(s) and existing program must have at least two-thirds of their courses in common.

2) If merged program(s) becomes an option in the existing program, all conditions under "A" above must be met.

3) Research-based graduate degrees (thesis and dissertation option) are different in kind from course work-based undergraduate and graduate degrees in that didactic work is chosen to provide specific background for the proposed research. For research-based graduate programs, the merged and existing programs must share a recognized academic relationship and must have the same minimum requirements for credit hours in terms of didactic and thesis/dissertation work.

C. Approval of Consolidation of Two or More Programs into a New Program CIP Code and Title in the Commission's Academic Program Inventory.

1) Existing program(s) and consolidated program must have at least two-thirds of their courses in common.

2) If existing program(s) becomes an option in the consolidated program, all conditions under "A" above must be met.

3) For research-based graduate programs, see "B(3)" above.

~~D. Changes in degree nomenclature at the doctoral level.~~

Attachment 2
Proposal Form for the Addition of an Option, Track, Specialization, or Concentration, etc.,
to an Existing Program

ALABAMA COMMISSION ON HIGHER EDUCATION
INSTRUCTION

Proposal Form for the Addition of an Option, Track, Specialization, or Concentration, etc., to an Existing Program

1. Institution:

2. CIP Code, Program Title, and Degree Nomenclature of the existing program [see instructions below]:

    Refer to the institution's *Academic Program Inventory* for the current CIP code, program title, and degree nomenclature for the existing program to which the extension will be added. This information is necessary for the review and evaluation of your request. Failure to include this information will cause a delay in processing the request.

    Note: **To complete the form, please consult the Academic Program Inventory for the recognized program CIP code, program title, and degree nomenclature at:** http://www.ache.alabama.gov/Acadaffr/ProgInv/Instrprg.htm .

    [Example: CIP 44.0401, Public Administration, MPA]

3. Name of the proposed extension:

    [Example: Option in Non-Profit Administration]

4. **Fill in the table provided** with the following information:

    a. For certificate, associate, and baccalaureate programs, the number of hours in the General Education Curriculum.

b. For all program levels, the number of hours in the program core. The program core includes all courses in the major taken by students regardless of option, concentration, specialization, or track.

c. For all program levels, the number of hours in the proposed option, specialization, concentration, track, etc.

d. For all program levels, the total hours in the program including the new extension/alteration.

Semester Hours in the General Education Curriculum (Certificate, Associate, and Baccalaureate Programs Only)	
Semester Hours in the Program Core	
Semester Hours in the Option, Concentration, Etc.	
Semester Hours in other coursework (electives, supporting courses, etc.)	
Total Semester Hours in the Program with the Proposed Extension/Alteration	

5. List the courses in the program core with the number of semester hours for each:

6. List the courses in the proposed option, concentration, specialization, or track, etc., with the credit hours for each:

7. What is the scope or effect of the proposed extension?

    a. How many of the major courses to be offered by the proposed extension are offered in the existing program?

    b. How will the proposed extension impact other public institutions?

    c. Will the proposed extension move the program listing to a new two-digit CIP category in the Commission's *Academic Program Inventory*?

8. What is the impact of the proposed change on the existing program or unit?

    a. What will be the budgetary impact of the proposed extension?

    b. What changes in faculty and staff will be required to implement the proposed extension/alteration?

9. If the extension will require additional resources, please provide a list of sources of funds available for the extension.

10. Please state the rationale for the extension/alteration.

_____

Signature of Institution's Authorized Representative   Date

_____

Title

_____

Institution

DECISION ITEM ACCS-1:   Southern Union State Community College, Associate in Applied Science and Certificate in Medical Assistant Technology (CIP 51.0801)

EXECUTIVE SUMMARY

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

Program Description: The proposed Medical Assistant Technology (MAT) program will prepare individuals, under the supervision of physicians, to provide medical office administrative services and perform clinical duties including patient intake and care, routine diagnostic and recording procedures, pre-examination and examination assistance, and the administration of medications and first aid. The program will include instruction in basic anatomy and physiology; medical terminology; medical law and ethics; patient psychology and communications; medical office procedures; and clinical diagnostic, examination, testing, and treatment procedures.

Role: The proposed program is within the instructional role recognized for Southern Union State Community College (SOU).

Mode of Delivery: While distance learning will not be utilized initially in the MAT program, the college will explore opportunities to utilize instructional technology, including distance learning in the delivery of course content. General education courses are offered in the traditional classroom settings, hybrid, or via distance education formats.

Similar Programs: Chattahoochee Valley Community College, Drake State Community and Technical College, Northeast Alabama Community College, Northwest-Shoals Community College, Trenholm State Community College, Wallace State Community College (Dothan),and Wallace State Community College (Hanceville) all have Medical Assistant Technology AAS and Certificate programs located at CIP 51.0801.

Collaboration: According to the application, SOU will collaborate with the two closest colleges to share clinical space as well as faculty expertise, course and program materials and to address the needs and challenges that are common to all Medical Assistant Technology programs.

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

Resources: A total of $405,690 in new funds will be needed for the program in the first five years, and a total of $1,046,873 will be available through tuition.

Public Review: The program was posted on the Commission website from July14 until August 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to SOU officials, there are over 100 physicians located in the college's service area. In addition to the large number of general and specialty physician practices, there are general, acute, specialty, and trauma hospitals located in SOU's service area.

DECISION ITEM ACCS-1:   <u>Southern Union State Community College, Associate in Applied Science and Certificate in Medical Assistant Technology (CIP 51.0801)</u>

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

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

> Implementation Date: The proposed program will be implemented January 2018. Based on Commission policy, the proposed program must be implemented by September 8, 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.
>
> <u>Post-Implementation Conditions</u>:
>
> 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 2022-23 (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.

Southern Union State Community College (SOU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 2023.

Supporting Documentation: 1. New Academic Degree Program Proposal Summary, attached.

                                 2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Southern Union State Community College proposal, dated June 8, 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 Southern Union State Community College

PROGRAM Associate in Applied Science and Certificate in Medical Assistant Technology (CIP 51.0801)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	$59,500	$65,325	$68,448	$71,728	$75,172	$340,173
LIBRARY	$2,000	$1,200	$1,200	$1,200	$1,200	$6,800
FACILITIES	$10,000	$0	$0	$0	$0	$10,000
EQUIPMENT	$25,717	$8,000	$5,000	$5,000	$5,000	$48,717
STAFF	$0	$0	$0	$0	$0	$0
OTHER	$0	$0	$0	$0	$0	$0
TOTAL	$97,217	$74,525	$74,648	$77,928	$81,372	$405,690

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	$71,500	$74,525	$74,648	$77,928	$81,372	$379,973
EXTRAMURAL	$25,000	$5,000	$5,000	$5,000	$5,000	$45,000
TUITION	$70,200	$89,250	$108,900	$166,050	$187,500	$621,900
TOTAL	$166,700	$168,775	$188,548	$248,978	$273,872	$1,046,873

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

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

**Southern Union State Community College
Associate in Applied Science and Certificate in
Medical Assistant Technology**

	Course #	Course Name	Sem. Hours
Semester 1	ENG 101	English Composition I	3
	MAT 101	Medical Terminology 3	3
	MAT 111	Clinical Procedures for the Medical Assistant	3
	MAT 125	Laboratory Procedures I for the Medical Assistant	3
	BIO 201	Anatomy and Physiology I	4
		Eligible for certification for PCTA	16
Semester 2	BIO 202	Anatomy and Physiology II	4
	MAT 211	Clinical Procedures I for the Medical Assistant	3
	MAT 218	EKG Technician	3
	MAT 215	Laboratory Procedures II for the Medical Assistant	3
	MAT 239	Phlebotomy Preceptorship	3
	MAT 200	Management of Office Emergencies	2
			16
		Eligible for Short Term Certificate (STC) – Mult-Care Technician	
		Eligible for EKG Certification	
		Eligible for Phlebotomy Certification	
Semester 3	SPH 106	Fundamentals of Oral Communication	3
	MAT120	Medical Administrative Procedures I	3
	MTH 100	Intermediate College Algebra	2
	IDS 102	Ethics	3
	MAT 216	Pharmacology for the Medical Office or	4
	MAT 121	Medical Administrative Procedures II	3
			18
		May be eligible for Certified Nursing Assistant depending on choice of elective	
Semester 4	PSY 200	General Psychology	3
	MAT	Electives	4
	MAT 220	Medical Office Insurance	3
	MAT 229	Medical Assistant Practicum	3
	MAT 228	Medical Assistant Review Course	1
			14
		Eligible for STC Administrative Medical Assistant Eligible for certifications in Administrative Medical Assistant Certification, Medical Assistant, Medical Reimbursement Specialist	
		Eligible for AAS Degree in Medical Assistant	
			64

Certificate- MEDICAL ASSISTANT
51-55 Credit Hours

Area I: Written Composition (3 hours total)

Courses
ENG 101 (3 hours) English Composition I

Area II: Humanities and Fine Arts (6 hours total)

Courses
SPH 106 (3 hours) Fundamentals of Oral Communication
IDS (3 Hours) Ethics

Area III: Natural Science and Mathematics (7 or 11 hours total)

Courses
MTH 100-or higher-level math (3 hours) Intermediate College Algebra
BIO 111 (4 hours) Survey of Human Biology **OR** may take BIO 201 **AND** BIO 202

Area IV: History, Social, and Behavioral Sciences (0 hours total)

Courses
None

Area V: Pre-Professional, Major, and Elective Courses (35 hours total)

Courses
MAT 101 (3 hours) Medical Terminology
MAT 111 (3 hours) Clinical Procedures I for the Medical Assistant
MAT 120 (3 hours) Medical Administrative Procedures I
MAT 121 (3 hours) Medical Administrative Procedures II
MAT 125 (3 hours) Laboratory Procedures I for the Medical Assistant
MAT 200 (2 hours) Management of Office Emergencies
MAT 211 (3 hours) Clinical Procedures II for the Medical Assistant
MAT 215 (3 hours) Laboratory Procedures II for the Medical Assistant
MAT 218 (3 hours) EKG Technician
MAT 220 (3 credit hours) Medical Office Insurance
MAT 229 (3 hours) Medical Assisting Practicum
MAT 239 (3 hours) Phlebotomy Preceptorship

Total Hours Required for Certificate: 51-55

Short Term Certificate- Multi Care Technician
20 Credit Hours

Courses
MAT 111 (3 hours) Clinical Procedures I for the Medical Assistant
MAT 125 (3 hours) Laboratory Procedures I for the Medical Assistant
MAT 200 (2 hours) Management of Office Emergencies
MAT 211 (3 hours) Clinical Procedures II for the Medical Assistant
MAT 215 (3 hours) Laboratory Procedures II for the Medical Assistant
MAT 218 (3 hours) EKG Technician
MAT 239 (3 hours) Phlebotomy Preceptorship

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DECISION ITEM AU-1: Auburn University, Master of Engineering Management in Engineering
                                Management (CIP 15.1501)

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 Engineering Management (MEM) degree will primarily provide specialized education to practicing engineers, enabling them to manage technical projects and/or other engineers effectively. This program will provide graduates that will assist their organizations to improve operational efficiency, improve safety in the workplace, expand product development, and improve management of highly complex technical systems.

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

Mode of Delivery: The MEM program will offer both on campus and distance (online) versions of all courses in all program options.

Similar Programs: The University of Alabama in Huntsville (UAH) offers an Engineering Management concentration in the Master of Science degree. The University of Alabama at Birmingham (UAB) has a Master of Engineering program in Advanced Safety Engineering and Management that may have some overlap with this program's Occupational Safety and Ergonomics (OSE) option. It is noteworthy that the UAH program does not offer the four options proposed in the MEM program. The UAB track focuses on occupational safety and includes one ergonomics/human factors course in the curriculum, while the Auburn OSE option has an equal focus in safety and ergonomics with multiple courses in each area.

Collaboration: Auburn is currently leading a manufacturing (including safety and ergonomics) research center (Southern Alliance for Advanced Vehicle Manufacturing) that includes University of Alabama in Huntsville (UAH) and Clemson. The potential expansion plans include Tennessee Technology University (imminent), Mississippi State University (MSU), University of Tennessee and Middle Tennessee State University. Throughout these discussions UAH and Auburn have strategized over the potential for course sharing in the areas of manufacturing engineering and ergonomics/safety to provide collaboration in education within these fields.

Resources: The proposal projected that $0 in new funds will be required for the program over the first five years, and that $8,757,339 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from July 14, 2017 until August 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The MEM degree will offer four specially focused options to tailor the graduate education to selected interest areas (manufacturing, occupational safety and ergonomics, product innovation and systems).

2. The MEM degree will provide both online and on campus access to engineering/industrial management education that is missing in the State of Alabama and the region. This access will allow working professional engineers to advance in their careers and improve operations at their current jobs.

3. Nearly 80 percent of the survey respondents indicated that a MEM degree would strongly or very strongly enhance an engineer's ability to improve the respondent's organization.

DECISION ITEM AU-1:	<u>Auburn University, Master of Engineering Management in Engineering Management (CIP 15.1501)</u>

<u>Staff Presenter</u>:	Dr. Lenny Lock Director of Instruction and Special Projects

<u>Staff Recommendation</u>:	That the Commission approve the proposed, Master of Engineering Management in Engineering Management (with four options) with the post-implementation conditions listed below:

<u>Implementation Date</u>: The proposed program will be implemented in January 2018. Based on Commission policy, the proposed program must be implemented by September 8, 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.

<u>Post-Implementation Conditions</u>:

1. That the annual average new enrollment headcount for the first five years, will be at least 39, based on the proposal.

2. That the annual average number of graduates for the period 2020-21 through 2022-23 (three-year average) will be at least 38, 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 February 1, 2023.

<u>Supporting Documentation</u>:	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 May 24, 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 Engineering Management in Engineering Management (CIP 15.1501)

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
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						
	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	$699,975	$1,424,813	$2,155,388	$2,210,850	$2,266,313	$8,757,339
TOTAL	$699,975	$1,424,813	$2,155,388	$2,210,850	$2,266,313	$8,757,339

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT *	37	75	113	116	119	92
NEW ENROLLMENT HEADCOUNT	37	38	38	40	41	39
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	37	38	38	38

* All students are projected to be part-time.

Attachment 2

Summary of Background Information
Master of Engineering Management in Engineering Management
Auburn University

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

Description and Objectives: The five program outcomes below are common to all options in the MEM. Each outcome corresponds to a core course in the MEM program.

1) Students will be able to assess the economic value for a global investment in any option area as it relates to the life cycle cost (investment, operation, maintenance, technological changes, risks, and salvage) for a variety of engineering investments (manufacturing, safety, government, infrastructure, or product innovation).

2) Students will demonstrate capability to design and operate global management systems involving technological innovation and risk, engineering projects and personnel management, and operational safety.

3) Students will demonstrate capability to design and manage a technical project within a framework of strategy, culture, leadership, people, and process.

4) Students will be able to design an efficient system (or improve existing systems) using lean engineering principles integrated with organizational challenges for an organization. This design will consider management structures, as well as system "optimization" heuristics and "best practices." Students will have the ability to use variance reduction, factory physics, lean cell design, setup time reduction, and other lean tools.

5) Students will be able to apply human factors design and engineering to include information input, human output and control, work space arrangement and environment in order to decrease errors and increase usability.

Assessment: The assessment process for the student learning outcomes is as follows:
Three assessment methodologies will be used in the program. Method 1 will assess specific parts of each outcome through graded problems, projects, and case studies in individual courses. Method 2 will be through student assessment of outcome attainment as measured by an exit survey that will be administered to all graduates of the program in the semester of graduation. Method 3 will be through evaluation of outcomes attainment by the industry advisory board (IAB) and teaching faculty of each option based on data obtained from employers and alumni of the program.

Administration: The program will be administered by the Samuel Ginn School of Engineering, Dean, Dr. Christopher Roberts; Department of Industrial and Systems Engineering, Chair, Dr. John L. Evans.

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). One member of the ACGD participated in the final vote. That member voted to approve the proposal.

Accreditation: All graduate programs at Auburn University are accredited at the institution level by the Southern Association of Colleges and Schools (SACS), including the Master of Industrial and Systems Engineering (MISE) program. Auburn does not intend to seek additional accreditation for this program.

Curriculum: Program completion requirements are as follows:

Credit hours required in major courses	15
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 30	

Collaboration: Auburn is currently leading a manufacturing (including safety and ergonomics) research center (Southern Alliance for Advanced Vehicle Manufacturing) that includes University of Alabama in Huntsville (UAH) and Clemson. The potential expansion plans include Tennessee Technology University (imminent), Mississippi State University (MSU), University of Tennessee and Middle Tennessee State University. Throughout these discussions UAH and Auburn have strategized over the potential for course sharing in the areas of manufacturing engineering and ergonomics/safety to provide collaboration in education within these fields.

Future collaborations are possible (including sharing sabbaticals, research facilities, etc.) as the research programs accelerate. Auburn is a partner of the highly recognized National Institute for Occupational Safety and Health (NIOSH) Deep South Center with UAB and currently delivers approximately 20 graduate certificates annually.

Distance Education: The MEM program will offer both on campus and distance (online) versions of all courses in all program options. The Industrial and Systems Engineering Department is currently offering its Master of Industrial and Systems Engineering degree online. All of the infrastructure and tools are already available in the department and the Graduate School to offer this program in a distance version. One-hundred percent (100 percent) of the total program's courses offered will be provided by distance education.

Admissions: The special admission requirements are:

For all options: Applicants with an engineering degree from an ABET accredited program with a minimum of 2.75 GPA will not be required to take the GRE and may be admitted to the program with no work experience.

a. Manufacturing Option: Applicants without an engineering degree will be considered if they have at least 5 years of related manufacturing experience.

b. Occupational Safety and Ergonomics Option: Applicants without an engineering degree will be considered if they have at least 5 years related experience or a related undergraduate degree, such as Occupational Safety and Health.

c. Product Innovation Option: Applicants without an engineering degree will be considered, if they have at least 5 years related experience or if they have a Business-Engineering-Technology minor with a at least 3.0 cumulative GPA.

d. Systems Option: Applicants without an engineering degree will be considered, if they have at least 5 years related experience.

Need: This program is focused on the needs of the $12 billion per year State of Alabama vehicle manufacturing (automotive, aerospace, military and industrial equipment) industry, the multi-billion dollar State of Alabama research industry, the increasing activity for product innovation businesses within the state, as well as the demand of the government and defense industry for systems engineering expertise.

<u>Career and College Readiness/Preparation -- Projected Job Openings</u>

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	7	7	7	8	8	37
State	310	340	374	413	455	1,892
SREB	208	221	235	250	266	1,180
Nation	1,256	1,356	1,465	1,584	1,713	7,374

For the job title "Architectural and Engineering Managers," the Bureau of Labor Statistics (BLS) 2015 estimates 179,770 US positions, 26,070 Southeast Region positions and 2,610 Alabama positions. A 2 percent growth is projected from 2014-2024 for this job title. The MEM degree is considered by many as the engineer's MBA. As the Master of Engineering Management Programs Consortium (including Cornell, Duke, USC, Dartmouth, MIT, and Northwestern) states, "The world is changing. With these challenges facing us on a global level (sustainability, health, environmental protection) there is a new need for companies and organizations to integrate technical and business skills to solve these difficult problems. MEM graduates can fill this gap."

Student Demand: The MEM degree is targeted primarily at practicing engineers who will take the courses online through our existing graduate outreach program. According to the most recent Alabama employment estimates for engineers (http://www2.labor.alabama.gov/Projections/Occupational/Statewide/ Architecture.aspx), approximately 28,600 engineers are employed in the state.
Auburn conservatively estimates that .1 percent would choose to pursue this degree in year one of the program. Assuming a 1 percent growth rate for engineering jobs in Alabama, this would result in 89 currently employed Alabama engineers in the program by year five.

In addition to currently employed engineers, Auburn estimates that 1 percent of current engineering undergraduate students at Auburn would enroll in the MEM program following graduation. Auburn based year one on the 2015 undergraduate enrollment for the Samuel Ginn College of Engineering at Auburn University and used growth statistics from the American Society for Engineering Education (https://www.asee.org/papers-and-publications/ publications/college-profiles/15EngineeringbytheNumbersPart1.pdf) which projected an annual 7.5 percent increase of new enrollments from the 2015 base. Auburn expects working engineers and students from other states to enroll in this program as well which could increase enrollment even more.

Advanced engineering education enrollment at Auburn University is already stated to be significant. The Department of Industrial and Systems Engineering at Auburn University currently has 70 on-campus master's students in the program and 184 master's applicants for Fall 2017. In fact, admission will likely be offered to only 1/3 of the applicants, mostly due to capacity constraints, leaving much of the demand unsatisfied.

Resources:

Faculty:

Current Primary Faculty—
    Full-time: 14

Part-time: 4
Support Faculty—
    Full-time: 0
    Part-time: 0

Additional Faculty to Be Hired:

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

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

The Department of Industrial and Systems Engineering has fourteen (14) full-time and four (4) part-time faculty members. All four INSY core courses in the MEM program are currently being taught for the existing degree programs by qualified faculty members. The core BUSI class is also currently being taught by qualified faculty members in the College of Business.

All of the remaining courses in the Manufacturing and Occupational Safety and Ergonomics (OSE) options are currently being taught for the existing degree programs by qualified faculty members. For the Systems Option, one of the new courses (Systems Engineering I) has already been taught in Spring semester 2017 with an enrollment of 31 students, 6 of which were online students. Auburn states that they have qualified faculty members in the department to teach the other new courses in the Systems Option. Auburn also stated that if they decide to offer the Product Innovation option, faculty resources will have to be shifted or attained.

Support Staff: No additional support staff will be required.

Fellowships and Assistantships: No additional assistantships will be required initially for the Manufacturing, OSE, or Systems Options. If the program grows such that additional class offerings are required or if the Product Innovation Option is offered, program revenue will be used to fund additional teaching assistantships.

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

Facilities: No additional facilities are needed.

Library: The combined collections of the Auburn University Libraries contain over 3.2 million volumes as well as 2.6 million government documents, 2.5 million microforms, and over 148,000 maps. The Libraries receive over 35,000 current periodicals, many which are available online. The library also provides access to over 227 electronic databases and has over 10 million archival and manuscript items.

Program Budget: The proposal projected that $0 in new funds will be required over the program in the first five years, and that $8,757,339 will be available over the same period through tuition.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

Attachment 3
Curriculum
Auburn University
Master of Engineering Management in Engineering Management (with four options)

Note that each line below refers to two courses. For example, INSY 6600 is the on campus option and INSY 6606 is the online option for the same course content.

Course Number and Title	Number of Credit Hours	* If New Course
Master of Engineering Management—all options		
INSY 6600/06 Manufacturing and Production Economics	3	
INSY 7980/86 Master's in Industrial and Systems Engineering Project	3	
INSY 6800/06 Lean Production	3	
INSY 7080/86 Human Factors Engineering	3	
BUSI 7140/46 Organizational Leadership, Ethics and Change	3	
Master of Engineering Management-Manufacturing Option		
INSY 6330/36 Data Based Decision Making Using Six Sigma	3	
INSY 6840/46 Control of the Manufacturing Floor and Processes	3	
Select 3 courses in INSY 6000-8999 or INSY-related @6000-8999 electives	9	
Master of Engineering Management-Occupational Safety and Ergonomics Option		
INSY 6010/16 Safety Engineering I	3	
INSY 7020/26 Safety Engineering II	3	
INSY 7060/66 Ergonomics I	3	
INSY 7070/76 Ergonomics II	3	
INSY 7050/56 Industrial Hygiene and Environmental Hazards	3	
Master of Engineering Management-Product Innovation Option		
MNGT 7160/66 Strategic Management of Innovation and Technology	3	
INSY7730/36 Product Design, Development, and Test	3	*
INSY 7740/46 Product Launch, Manufacturing, and Delivery	3	*
INSY 7750/56 Intellectual Property, Legal, and Venture Capital	3	*
INSY 7710/16 Life Cycle Engineering	3	*
Master of Engineering Management-Systems Option		
INSY 7720/26 Systems Engineering 1	3	*
INSY 7710/16 Life Cycle Engineering	3	*
MNGT 7160/66 Strategic Management of Innovation and Technology	3	
Select 2 courses in INSY 6000-8999 or INSY-related @6000-8999 electives	6	

DECISION ITEM AU-2:

<u>Auburn University and Auburn University at Montgomery
Dissolution of the Joint Master of Science in Nursing [MSN] in
Nursing (CIP 51.3801)</u>

<u>Staff Presenter:</u>

Dr. Lenny Lock
Director of Instruction and Special Projects

<u>Staff Recommendation:</u>

That the Commission approve the proposed dissolution of the
joint MSN in Nursing program at Auburn and AUM.

<u>Background:</u>

The Joint Master of Science in Nursing in Nursing program was
established in 2006 (Approved by ACHE on September 23,
2005) and professionally accredited in 2009 by the Commission
on Collegiate Nursing Education (CCNE). Since that time, the
Auburn School of Nursing and Auburn University at Montgomery
College of Nursing and Health Sciences have worked together
effectively to provide this MSN degree.

At the time of the MSN program establishment, there was one
Dean for both programs. In 2015, to improve efficiency, the
institutions appointed a separate dean for each campus.
Enrollments and graduations have increased to the point that
each campus can sustain separate programs.

Offering of separate MSN programs was approved by the
Auburn University Board of Trustees on April 7, 2017.

The curriculum, budgetary impacts, student demand, and all
other new program proposal review topics as well as associated
documentation are provided in the following separate AU and
AUM MSN proposal request agenda items.

The Joint AU/AUM MSN program's current CCNE accreditation
will continue until students complete the program teach-out plan.

Since the Joint AU/AUM MSN Program has successfully
achieved CCNE accreditation and AU's and AUM's
undergraduate programs are accredited by CCNE, the proposed
programs anticipate similar success when they pursue this
accreditation for independent MSN Programs.

The letter from AU Provost Dr. Timothy Boosinger and AUM
Provost Dr. Mrinal Varma, to ACHE Staff formally requesting the
dissolution of this jointure is shown in attachment 1. The letter
further details the impetus, context, and bases of curricular
alignment and restructuring as well. The letter has also been
signed by both provosts.

The staff recommends that the proposed dissolution of the joint
MSN program be approved.

Supporting Documentation:

1. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.

2. Letter from AU Provost Dr. Timothy Boosinger and AUM Provost Dr. Mrinal Varma to ACHE Staff Formally Requesting the Dissolution of the MSN jointure, attached.

Attachment 1

Letter from AU Provost Dr. Timothy Boosinger and AUM Provost Dr. Mrinal Varma Formally Requesting
the Dissolution of the MSN Jointure

AUBURN UNIVERSITY

OFFICE OF THE PROVOST
AND VICE PRESIDENT FOR
ACADEMIC AFFAIRS

May 10, 2017

Dr. Leonard Lock
Director of Instruction and Special Projects
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130-2000

Dear Dr. Lock:

We are submitting this letter on behalf of the School of Nursing at Auburn University (AU) and the
College of Nursing and Health Sciences at Auburn University Montgomery (AUM) to address the
dissolution of the current joint Masters of Science in Nursing (MSN) Program that was approved by
ACHE on September 23, 2005 and has been offered by the schools since 2006. Concurrent with the
request for dissolution of the current program is our request to restructure the program and to permit
the offering of two separate MSN degrees at Auburn University and Auburn Montgomery.

The Commission is requested to approve the dissolution of the Joint Master's Program in Nursing at
Auburn and AUM. Upon dissolution of the program, the Commission is requested to immediately
approve the offering of separate MSN programs as approved by the Auburn University Board of Trustees
on April 7, 2017 and submitted to the Alabama Commission on Higher Education on May 19, 2017.

The essential elements of the proposals before the commission are itemized below:
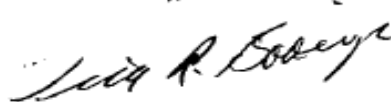
1. The joint MSN program was originally designed to be under the direction of one dean
   overseeing both campuses.
2. After experiencing significant growth in enrollments and graduations over the years, demand is
   now at a point where each institution can sustain its own program.
3. To increase greater efficiency, a separate dean has been appointed for each campus.
4. The faculty at each campus has evolved, and separating the programs to more appropriately
   consider the particular interests and strengths of the faculty will allow better alignment with
   separately designed curricula.
5. Budget models at each campus are different, making fiscal management of a joint venture
   difficult.

208 Samford Hall, Auburn, AL 36849-5108; Telephone: 334-844-5771; Fax: 334-844-5778

www.auburn.edu

6. In order to protect the interests of those students in the joint program, all students will be allowed to complete their study and graduate in the joint program.
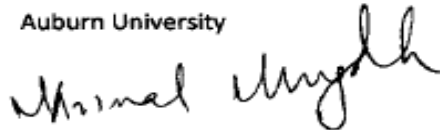
Thank you for your kind attention and consideration.

If you have questions or need additional information, please let us know.

Sincerely,

Timothy Boosinger
Provost and Vice President
for Academic Affairs
Auburn University

Mrinal Varma
Provost and Senior Vice Chancellor
Auburn University at Montgomery

DECISION ITEM AU-3: Auburn 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: The Auburn University School of Nursing (AUSON) has a responsibility to prepare master's prepared nurses to deliver evidence-based health care in diverse settings to populations in Alabama and regionally, as well as to provide leadership in the education of the next generation of nurse faculty. Since Auburn is a land grant university, graduates of this program will be visual representations of Auburn's mission statement and strategic plan, by planning, providing, and evaluating quality health care that is delivered to residents of Alabama and the nation.

The purpose of the master's program is to develop primary nurse practitioners and nurse educators capable of making a positive impact on quality patient care and health outcomes in under-served communities. There are two proposed tracks: MSN Nurse Practitioner (NP) Track and Nurse Educator (NE) Track.

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

Mode of Delivery: The MSN program would be a hybrid program with some portion of each course offered via distance learning either in synchronized or asynchronous time.

Similar Programs: Auburn University Montgomery offers an MSN program with the same CIP code. The following are programs located at other CIP codes that may be offering similar instruction: Troy University School of Nursing; University of Alabama Capstone College of Nursing; University of Alabama at Birmingham School of Nursing; University of Alabama in Huntsville College of Nursing; University of North Alabama; University of South Alabama; and Jacksonville State University.

Collaboration: This program would be open to collaboration with other institutions. Presently, AUSON maintains many active collaborative clinical agreements with over 825 health care agencies, many of which serve rural, underserved populations.

Resources: The proposal projected that $664,496 in new funds will be required for the program over the first five years, and that $980,100 will be available over the same period through tuition and internal reallocations.

Public Review: The program was posted on the Commission website from July 14, 2017 until August 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The AUSON program has exceeded projected enrollment and graduation rates since the focus of the MSN tracks was redirected in 2010. Since 2010, enrollment has steadily increased from the initial six students to the present total enrollment of 150 students. The number of graduating students has also had a steady increase with four students in 2011, 12 students in 2012, 29 students in 2013, 20 students in 2014, 32 students in 2015, 49 in 2016, and 51 in 2017. (The total reflects AU + AUM, as they were admitted to the joint MSN program.)

2. There is a strong job demand for both nurse practitioners and nurse educators. Advanced practice nurses have long been in demand nationwide, especially in small towns, rural areas, and under-served metro neighborhoods.

3. The AUSON is in compliance with both the National Organization of Nurse Practitioner Faculty and National Task Force recommendations in regard to nurse practitioner programs. The recommendations from these two groups form the basis for program curriculum content and as a means to evaluate nurse practitioner programs.

4. The nurse educator track has been instrumental in helping to relieve the critical shortage of nurse faculty in Alabama. The Nurse Educator program has graduated greater than 25 nurse educators, who are being employed in Alabama at several universities and colleges.

DECISION ITEM AU-3:   Auburn 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 in Nursing with the post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in June 2018. Based on Commission policy, the proposed program must be implemented by September 8, 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 17, 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 14, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or 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 August 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 May 19, 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 Nursing in Nursing (CIP 51.3801)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	$112,200	$0	$123,420	$0	$135,376	$370,996
LIBRARY	$0	$0	$0	$0	$0	$0
FACILITIES	$0	$0	$0	$0	$0	$0
EQUIPMENT	$0	$0	$0	$0	$0	$0
ASSISTANTSHIPS	$50,000	$50,000	$50,000	$65,000	$65,000	$280,000
STAFF	$0	$0	$0	$0	$0	$0
OTHER	$2,500	$2,600	$2,700	$2,800	$2,900	$13,500
TOTAL	$164,700	$52,600	$176,120	$67,800	$203,276	$664,496

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	$110,340	$0	$0	$0	$0	$110,340
EXTRAMURAL	$0	$0	$0	$0	$0	$0
TUITION	$54,360	$135,900	$195,696	$233,748	$250,056	$869,760
TOTAL	$164,700	$135,900	$195,696	$233,748	$250,056	$980,100

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	25	36	43	46	32
NEW ENROLLMENT HEADCOUNT	10	15	20	20	20	17
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	9	13	17	17	14

Attachment 2

Summary of Background Information
Master of Science in Nursing in Nursing
Auburn University

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

Description and Objectives: In accordance with the Essentials of Master's Education in Nursing (AACN, 2011), the AU MSN faculty identified the following expected outcomes for the master's student at the completion of the program.

1. Demonstrate strategies that improve collaboration and communication among team members, patients, patients' support networks, and health care professionals to design, coordinate, and evaluate the delivery of patient care.

2. Apply advanced nursing concepts in the comprehensive and systematic assessment of health and illness in complex situations, care environments, and actual and potential risks in diverse populations.

3. Integrate clinical judgment, evidence-based findings, and theory while implementing health care policies that improve access, equity, efficiency, and social justice in the delivery of health care.

4. Provide ethical, culturally sensitive, patient-centered care based on epidemiological, social, and environmental data to improve health status of patient populations in an advanced nursing role independently and collaboratively with professionals from multiple disciplines.

5. Apply leadership knowledge and skills in economics of care, managing micro-, meso-, and macro-systems of care and evaluating continuous quality improvement processes.

6. Design innovative educational programs for patients, families, and interprofessional health care teams using teaching and learning principles.

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

The assessment methods will be a variety of assignments designed to measure student learning and prepare graduates to integrate multiple knowledge-based and evidence-based methods to improve the quality, delivery, and safety of patient care. All the assessments will culminate with the student's practicum experience. The assessments are designed to give the student the opportunity to develop expertise in either clinical practice or nursing education. The varied assessment measures will assess the student's ability to integrate specialized nursing knowledge in their chosen area of specialization. These expert nursing skills will be applied in their practice area, with their quality and safety improvements, when initiating policy changes, conducting scholarly inquiry and research utilization.

The intent of the master's coursework and practicum experiences is to promote practice changes that will improve patient health outcomes and delivery of nursing care in medically underserved areas. Through the leadership of the Auburn University MSN graduates, the quality and delivery of health care will be improved. Couse assessments will include reflective writings, evaluations of accomplishment of course objectives, testing, and development of nationally identified care competencies. Any testing will be conducted on campus. Program oversite will be provided by the Auburn University School of Nursing Dean and Director of the School of Nursing graduate program and housed with course faculty. Students will submit assignments either directly to course faculty or through the Canvas learning management system.

Evaluation of the MSN is a process guided by the AU MSN Evaluation Plan. This annual report collects required data about enrollment rates, employment rates, program completion rates, graduate and alumni perception of program quality and national certification pass rates. This annual report is reviewed by all MSN faculty and Dean. This report is reviewed at the annual MSN evaluation retreat and used to modify teaching and revise curriculum as appropriate as well as program improvements. Data related to program outcomes is collected through Skyfactor. Skyfactor provides aggregate data and benchmarks for comparison with six comparable institutions. The Skyfactor survey has the ability to rate the degree to which the AU MSN program has prepared the MSN students to meet each AACN essential.

Administration: The program will be administered by the Auburn University School of Nursing, Dean Dr. Gregg Newschwander; Department of Nursing, Chair, Dr. Barbara Wilder.

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). One member of the ACGD participated in the final vote. That member voted to approve the proposal.

Accreditation: The AUSON will seek accreditation for the MSN program from the Commission on Collegiate Nursing Education (CCNE), an autonomous national accrediting agency. This accreditation assures the quality and integrity of the program. Currently, the AU baccalaureate and the joint AU/AUM program are accredited by CCNE. Since AU plans to admit students in summer of 2018, AU states that they would seek accreditation in late Spring 2019, as per CCNE guidelines. The Joint AU/AUM MSN program's current CCNE accreditation will continue until students complete the program teach-out plan.

Curriculum: There are two proposed tracks. The program completion requirements are as follows:

MSN Nurse Practitioner (NP) Track Courses

Credit hours required in major course	19
Credit hours required in minor	0
Credit hours institutional general education or core curriculum	24
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	**43**

MSN Nurse Educator (NE) Track Courses

Credit hours required in major course	9
Credit hours required in minor	0
Credit hours institutional general education or core curriculum	24
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	**33**

Collaboration: This program would be open to collaboration with other institutions. Initially, the AU/AUM joint program partnered with Troy University for the delivery of two courses, but that practice was discontinued by mutual decision due to increasing enrollments at both universities. Feedback from communities of interest has been important in assisting the joint MSN program to achieve its outcomes and continued participation of these communities of interest will provide sources of information that will continue to guide decision-making about program curriculum. AU MSN program maintains strong partnerships with many other clinical agencies that have provided clinical experiences for the MSN students. Presently, AUSON maintains many active collaborative clinical agreements with over 825 health care agencies, many of which serve rural, underserved populations. More specifically, AU SON presently has 645 clinical contracts for all

nursing students (both undergraduate and graduate) that have been signed by AU's Provost and AUM has the remainder of the contracts housed on their campus.

Distance Education: The MSN program would be a hybrid program with some portion of each course offered via distance learning either in synchronized or asynchronous time. For the MSN program, 40 percent of the courses will be offered totally online and the remaining 60 percent of courses will be offered in a hybrid format. The format includes course content delivered online with a 1-2 on-campus course meeting per semester for such things as orientations, presentations, simulations, and skills labs. The content is delivered in this hybrid format to facilitate student learning and accessibility.

Admissions: Admission to the MSN program will be based on review of the following criteria that will provide a determination of the student ability to be successful on all MSN degree requirements.

1. Submission of an application.

2. Submission of all official transcripts (undergraduate and graduate).

3. Current valid unencumbered license as a registered nurse in the state(s) in which the student participates in any clinical experience.

4. A minimum GPA of 3.0 on a 4.0 scale.

5. Three satisfactory recommendations.

6. A 500-word written statement of career, educational, and scholarship goals, which identifies the area of clinical interest, as well as define potential clinical and leadership goals.

Need: Graduates will be employed in public and private sectors. There is a strong demand for nurse practitioners and nurse educators, with many career options available in health care shortage areas. The Primary Care Nurse Practitioner graduates will have a broad spectrum of abilities to diagnose, treat, prescribe medications, and deliver health promotion and disease prevention services to medically underserved, diverse populations. The Nurse Educator graduates will be able to contribute to the nursing workforce through providing course content and clinical experiences that produce a highly educated baccalaureate nurse that will impact the delivery of effective evidence-based nursing practice that improves the health outcomes of their patients. Advanced practice nurses have long been in demand nationwide, especially in small towns, rural areas, and underserved metro neighborhoods. AU asserts that these roles not only expand access to care, but also increase treatment options and affordability to patients. As the nationwide shortage of nurses and primary care physicians worsens with the increasing numbers of Baby Boomers, advanced practice nurses will help alleviate the health care delivery deficit by closing the frontline gap in access to care and the treatment of medically underserved patients.

More specifically, 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 programs at the master's level. A critical need exists locally, regionally, and nationally for advanced practice nurses. The need for graduate education for nurses practicing at the highest levels is critical for a number of reasons including the expansion of scientific knowledge required for safe nursing practice and growing concerns regarding the quality of patient care delivery and positive health outcomes in the ever increasing complexity of health care systems. Some of the most compelling reasons include: 1) aging populations that will require more health care providers; 2) the increasing complexity of technology in health care settings; and 3) the expectations of cost effective quality health care by consumers.

The need for this program in Alabama is documented in reports from Alabama's Office of Primary Care and Rural Health. This agency lists 55 out of 67 Alabama counties as rural. According to the

Office of Primary care and Rural Health, 43.6 percent of Alabama's population lives in rural areas where eight rural Alabama counties do not have hospitals and the potential number of patients for each rural Alabama primary care physician is 2,160.

According to the U.S. Department of Health and Human Services, all 67 Alabama counties are considered either medically underserved or housing a medically underserved population, which makes adding advanced practice nurses essential for improved health outcomes for rural Alabamians. Advanced practice nurses are key providers of quality care for rural citizens of Alabama. Hooker and Muchow research (2015) stated that Alabama has the lowest state ratio of nurse practitioners (40 per 100,000). AUSON has had success through the joint program meeting the needs of Alabama's rural and medically underserved population. These advanced practice nurses through their education and clinical expertise are prepared to deliver quality health care and educate future nurses.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	36	38	40	42	44	200
State	68	71	74	77	70	370
SREB	991	1,031	1,073	2,293	2,385	7,773
Nation	53,000	55,120	57,325	59,618	62,003	287,066

The Bureau of Labor Statistics 2014-2024 projections for the growth of health care occupations is expected to be 19 percent, much faster than the average for all occupations. The projections show an increase of about 2.3 million new jobs. Health care will add more jobs in the 2014-2024 period than any other occupations. This growth is a result of an aging population and the increase in individuals with health insurance coverage. According to the Bureau of Labor Statistics, Nurse Practitioners are one of the fastest growing occupations with a projected growth of 31 percent and over 170,000 available jobs in 2014. Projected job openings were collected using data from the Bureau of Labor Statistics and Indeed.com.

AU states that its graduates and students live and work across Alabama and surrounding states and many return to those areas to fill needed primary care roles in a variety of healthcare settings. Most graduates have jobs by the time of their graduation with the remainder reporting employment in six months after graduation. AU also states that students have benefitted from all of their clinical experiences by gaining clinical experience, but also over 50 students have been employed by one of the clinical sites upon graduation. The nurse educator graduates also have been employed upon graduation.

Student Demand: The AUSON has been successful in achieving the outcomes of the joint graduate program, as demonstrated in each graduate student culminating e-portfolio. Over the past five years, enrollment in the master's program has increased 2,500 percent and the number of alumni has increased to approximately 200. The joint Master's program now 50 graduates per year. Eighty (80) percent of these graduates are Alabama residents. While designed to be a nationally accessible program, the AUSON BSN program will provide a significant feeder system for the AUSON graduate program.

In an informal survey of present baccalaureate nursing students conducted by AUSON, 73 percent reported they were likely or very likely to enroll in graduate studies at AUSON within five years. AUSON faculty report they routinely receive inquiries from BSN students and other nurses at clinical agencies asking for information about AUSON graduate programs. Due to the hybrid

format of the program, the Director of the Program receives daily requests for information about the program, its admission criteria, and plan of study.

Resources:

Faculty:

Current Primary Faculty—
    Full-time: 19
    Part-time: 0
Support Faculty—
    Full-time: 0
    Part-time: 5

Additional Faculty to Be Hired:

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

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

Note: No additional faculty need to be immediately hired, but with growth anticipated/ planned, additional faculty will be hired as needed.

Support Staff: No additional support staff will be required.

Fellowships and Assistantships: Three to four assistantships will be offered.

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

Facilities: No additional facilities are needed.

Library: The Ralph B. Draughon Library offers a wide selection of resources and the library collection is sufficient to support all colleges and schools. The Ralph B. Draughon Library holds 3.2 million volumes, 2.5 microform items, over 10 million archival manuscripts, 2.6 government documents, 35,000 periodicals and online access to 35,000 journals. Students have electronic access to 3 other AU libraries. AU libraries participate in interlibrary loan system which connects the students to 227 electronic databases including the Cochrane. These library resources provide excellent support for the MSN program and are equally and easily accessible to faculty and students.

Program Budget: The proposal projected that $664,496 in new funds will be required over the program in the first five years, and that $980,100 will be available over the same period through tuition and internal reallocations.

Attachment 3

Curriculum

Auburn University
Master of Science in Nursing in Nursing (Two Tracks: Nurse Practitioner and Nurse Educator)

AUBURN
UNIVERSITY

SCHOOL OF NURSING

MSN NURSING

MSN Nurse Practitioner Track	
SUMMER SEMESTER Year 1	**FALL SEMESTER Year 1**
NURS 7346 Advanced Theory .... 3 NURS 7356 Quality and Safety and Preventative Health .... 3 (30 project hours, 2.5 theory: .5 project) NURS 7366 Evidence Based Practice I 2	NURS 7236 Advanced Pathophysiology .... 3 NURS 7376 Evidence Based Practice II. .... 2 NURS 7256 Healthcare Policy and Ethics for the Nurse Leaders .... 3 (30 project hours, 2.5 theory: .5 project)
SPRING SEMESTER Year 1	**SUMMER SEMESTER Year 2**
NURS 7946 Evidence Based Practice III. .... 2 NURS 7246 Advanced Pharmacology .... 3 NURS 7116 Advanced Health and Physical Assessment .... 3 (60 clinical hours, 2 theory: 1 clinical)	NURS 7226 Roles and Issues of the Primary Care Nurse Practitioner............................ 3 NURS 7336 Diagnostic Reasoning and Clinical Management...............3 (90 clinical hours, 1.5 theory: 1.5 clinical)
FALL SEMESTER Year 2	**SPRING SEMESTER Year 2**
NURS 7446 Primary Care I: Women and Children .... 3 (120 clinical hours, 1theory: 2 clinical) NURS 7556 Primary Care II: Adults and Elderly .... 3 (120 clinical hours, 1 theory: 2 clinical)	NURS 7926 Primary Care Practicum .... 7 (360 Practicum, 1 theory: 6 clinical)
	Total Credits 43; Total Clinical Hours 750

- Students may enter the program any semester on a part time basis based on space availability. All full time students are admitted in summer semester only.

- EBP courses, all core courses and track specific courses must be successfully completed before taking the Primary Care Practicum (NURS 7926).

- EBP courses MUST be taken in sequence.

- You may not start Semester 2 courses until all Semester 1 courses are successfully completed. All courses are only offered in the specific semester listed.

AUBURN
UNIVERSITY

SCHOOL OF NURSING

MSN NURSING

MSN Nurse Educator Track	
SUMMER SEMESTER Year 1	**FALL SEMESTER Year 1**
NURS 7346 Advanced Theory .... 3 NURS 7356 Quality and Safety and Preventative Health .... 3 (30 project hours, 2.5 theory: .5 project) NURS 7366 Evidence Based Practice I .... 2 14274 NURS 7326 Curriculum Development and Evaluation 3	NURS 7236 Advanced Pathophysiology .... 3 NURS 7376 Evidence Based Practice II .... 2 NURS 7256 Healthcare Policy and Ethics for the Nurse Leaders .... 3 (30 project hours, 2.5 theory: .5 project) HIED 8500 The Professoriate[1] 3
SPRING SEMESTER Year 1	
NURS 7946 Evidence Based Practice III .... 2 NURS 7246 Advanced Pharmacology .... 3 NURS 7116 Advanced Health and Physical Assessment .... 3 (60 clinical hours, 2 theory: 1 clinical) NURS 7816 Nursing Education Practicum .... 3 (180 Practicum Hrs., 3 clinical) HIED 8510 Seminar in College Teaching (Optional) 3	Total Credits 33; Total Clinical Hours 240

- Nurse Educator courses are offered in **odd years only.**
- Students can enter the program any semester on a part time basis based on space availability. All full time students are admitted in summer semester only.
- EBP courses, all core courses and track specific courses must be successfully completed before taking the Nursing Education Practicum (NURS 7816). You must take all EBP courses in sequence.
- 1HIED 8500 is offered during Fall and Spring semester, however you must have HIED 8500 before you can complete your NE practicum. This is an <u>on campus</u> course taught through Higher Education.

Table 3   MSN Course Numbers and Titles

Course Number and Title*	Number of Credit Hours	*If New Course
Core MSN Courses		
NURS 7346 Advanced Theory	3	
NURS 7356 Quality, Safety, & Preventative Health	3	
NURS 7366 Evidence-Based Practice I	2	
NURS 7236 Advanced Pathophysiology	3	
NURS 7376 Evidence-Based Practice II	2	
NURS 7256 Health Policy & Ethics for Nurse Leaders	3	
NURS 7946 Evidence-Based Practice III	2	
NURS 7246 Advanced Pharmacology	3	
NURS 7116 Advanced Health Physical Assessment	3	
NE Specific Courses		
NURS 7326 Curriculum Development & Evaluation	3	
HIED 8500 The Professoriate	3	
NURS 7816 Nursing Education Practicum	3	
NP Specific Courses		
NURS 7226 Roles & Issues of the Primary Care Nurse Practitioner	3	
NURS 7336 Diagnostic Reasoning & Clinical Management	3	
NURS 7446 Primary Care I: Women & Children	3	
NURS 7556 Primary Care II: Adults & Elderly	3	
NURS 7926 Primary Care Practicum	7	

7. *Enumerate and briefly describe any additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum, or internship, some of which may carry credit hours included in the list above.*

1. Scholarly Project - This project is part of 3 course Evidence-Based Practice sequence. The MSN student chooses a practice topic with guidance from course faculty. This project demonstrates synthesis of the current evidence related to a practice area and practice topic which culminates in a poster presentation at Auburn University Research Day.

2. Clinical Practicum Hours - The course of study for NP students requires completion of 730 clinical hours of direct patient care. These clinical hours are part of several clinical courses (NURS 7116 - 60 hours, NURS 7336 - 90 hours, NURS 7446 - 120 hours, NURS 7556 - 120 hours, NURS 7926 - 360 hours).

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DECISION ITEM AUM-1: Auburn University at Montgomery, 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: The purpose of this proposal is to establish a Master of Science in Nursing (MSN) Degree Program at Auburn University at Montgomery (AUM) to better serve the needs of the institution's students and the community. This program directly relates to the University's mission and goals. Specifically it relates to AUM's first goal, to enhance academic quality and program development reinforced by scholarship and sub goal IA, which is to develop and sustain nationally recognized academic programs.

Across Alabama and the River Region there is a need for access to healthcare providers, particularly in rural areas. Alabama's Office of Primary Care and Rural Health lists 55 of the state's 67 counties as rural, and all 67 of the counties have been designated as either Medically Underserved Areas (MUAs) or Medically Underserved Populations (MUPS) by the U.S. Department of Health and Human Services.

The AUM MSN program will have two tracks: the preparation of Family Nurse Practitioners (FNP) and Nurse Educators for Interprofessional Practice (NE for IPP).

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

Mode of Delivery: Distance education will be used as the primary mode of course delivery.

Similar Programs: Auburn University offers an MSN program with same CIP code. The following institutions offer similar programs at this level: Troy University School of Nursing; University of Alabama Capstone College of Nursing; University of Alabama at Birmingham School of Nursing; University of Alabama in Huntsville College of Nursing; University of North Alabama; University of South Alabama; and Jacksonville State University.

Collaboration: The institution does not plan on collaborating with other institutions in the delivery of this program. AUM has the faculty, infrastructure and the community support to provide a graduate nursing program.

Resources: The proposal projected that $55,950 in new funds will be required for the program over the first five years, and that $392,366 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from July 14, 2017 until August 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. AUM is located in the Black Belt region of Alabama and it includes some of the poorest counties in the United States. Along with the high rates of poverty, there is a high rate of unemployment, poor access to medical care and education, substandard housing, and high crime rates. Montgomery County, along with all remaining counties, has been designated as a medically underserved area. The citizens of this region deserve access to healthcare from well-qualified providers. Nurse practitioners are needed in this region and FNP advanced-

practice nurses are prepared to care for the entire family. AUM is focused on meeting the needs of the underserved citizens in this region of Alabama.

2. The tuition for graduate students at AUM is more affordable than most state universities in Alabama. The tuition for AUM is close to the median level when examining state school graduate tuition per semester hour. This graduate program will provide a more economical option for students in pursuit of a graduate degree. The online tuition does not increase for out-of-state students, which makes AUM a financially attractive option for graduate students.

3. AUM nursing faculty have been teaching in the accredited Joint AU/AUM master's program since 2006 and are well-prepared to offer a quality MSN program at AUM.

4. There is a strong job demand for both Family Nurse Practitioners and Nurse Educators for Interprofessional Practice.

DECISION ITEM AUM-1:   Auburn University at Montgomery, 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 in Nursing with the post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by September 8, 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 6, 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 4, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment 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 at Montgomery 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. Letter of Support from Alabama State Nurses Association Executive Director, John Ziegler to AUM College of Nursing and Health Sciences, Dean Leuner, attached.

5. Letter of Support from Jackson Hospital Vice President, Patient Care, Sharon A. Goodison to AUM College of Nursing and Health Sciences, Dean Leuner

6. Letter of Support from State of Alabama Department of Public Health Director, Office of Community Affairs, Carolyn Bern to AUM College of Nursing and Health Sciences, Dean Leuner

7. Auburn University at Montgomery program proposal, received May 19, 2017. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University at Montgomery

PROGRAM Master of Science in Nursing in Nursing (CIP 51.3801)

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	$48,950	$1,750	$1,750	$1,750	$1,750	$55,950
ASSISTANTSHIPS	$0	$0	$0	$0	$0	$0
STAFF	$0	$0	$0	$0	$0	$0
OTHER	$0	$0	$0	$0	$0	$0
TOTAL	$48,950	$1,750	$1,750	$1,750	$1,750	$55,950

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	$26,359	$48,493	$72,876	$114,306	$130,332	$392,366
TOTAL	$26,359	$48,493	$72,876	$114,306	$130,332	$392,366

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS					
	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	3	6	9	14	16	10
NEW ENROLLMENT HEADCOUNT	3	4	6	9	9	6
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	2	5	8	4

Attachment 2

Summary of Background Information
Master of Science in Nursing in Nursing
Auburn University at Montgomery

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

Description and Objectives: Each of the following program outcomes has been developed to reflect the professional standards articulated by the American Association of Colleges of Nursing (AACN) in *The Essentials of Master's Education in Nursing (2011)*. This document includes nine standards, which have been synthesized in this proposal to compose the learning outcomes. The Essentials document identifies and describes the standards for program design and evaluation by both internal and external reviewers.

1. Initiate communication and collaboration with patients, patients' support networks and healthcare professionals to design, coordinate, implement and evaluate delivery of patient care. (Essential II and VII)

2. Utilize informatics and communication technologies to enhance patient education, expand accessibility of care, analyze performance measures, and improve outcomes.
(Essential III, V, and VIII)

3. Apply advanced concepts in the care of diverse populations through systematic assessment of actual and potential risks in multiple care environments. (Essential I, II, and VIII)

4. Utilize clinical judgment, evidence-based findings and theory in delivery of health care to improve access, equity, efficiency, and social justice. (Essential I, IV, VI, VIII, and IX)

5. Develop strategies for lifelong learning and interprofessional collaboration that integrate professional standards, guidelines, statutes, regulations, and accountability in coordination of care. (Essential V, VI, VII, and IX)

6. Recognize global factors to intervene and advocate for health promotion, clinical prevention, and disease management. (Essential I, VI, VIII, and IX)

7. Provide ethical, culturally sensitive, patient-centered care based on epidemiological, social and environmental data to improve health status. (Essential VI, VIII, and IX)

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

Evaluation of the MSN program will be consistent with the systematic evaluation plan that has been approved by the faculty in the AUM School of Nursing for existing programs. The evaluation plan delineates specific evaluation data to be collected and analyzed according to an annual timeline and review process. Specific data points are required according to the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2013)* published by CCNE. Specific data points include: program completion rates, national certification pass rates, employment rates, graduate perception of program quality, and alumni perception of program quality.

Data collected from the MSN Program will be reviewed by the faculty and used to modify teaching and revise the curriculum as appropriate. The Evaluation Committee will facilitate collection and collation of data for review by the Curriculum Committee. Discussions of the Curriculum Committee in consultation with MSN course faculty will result in the identification of curricular issues of concern and revision. Formal review of the curriculum is specified in the

evaluation plan and specific course and program data that is reviewed on a regular basis can result in curricular changes.

In addition, data related to program outcomes from new graduates and alumni are collected and aggregated through Skyfactor (formerly the Educational Benchmarking Institute) for generating aggregate data on program outcomes. Skyfactor provides each school/college data in comparison to a group of comparable institutions, Carnegie Class Institutions, and all institutions participating in the survey. The data each school receives from Skyfactor has been mapped against the AACN Essentials allowing schools to determine how well respondents are prepared to meet each of the nine Essentials. The Skyfactor survey is disseminated via email and numerous reminder emails are sent to graduates to encourage their participation in the survey.
An annual report will provide a summary of data related to key program outcomes. This report is utilized for accreditation purposes and it will be provided to the Alabama Commission on Higher Education for the first five years of the program.

Data will be collected annually from the MSN graduates regarding their place of employment, accomplishments and other relevant data such as publications, certifications and enrollment in additional graduate programs. After students complete the program, the School of Nursing will request from students current contact information including email addresses. A survey will be disseminated to graduates six months after graduation and three years after graduation. Student information is also acquired and shared via social media and at professional meetings.

Administration: The program will be administered by the Auburn University at Montgomery College of Nursing and Health Sciences, Dean Dr. Jean D'Meza Leuner; School of Nursing, Chair, Dr. Jean D'Meza Leuner.

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). Two members of the ACGD participated in the final vote. Both voted to approve the proposal.

Accreditation: The AUM School of Nursing will seek accreditation for the MSN program from the Commission on Collegiate Nursing Education (CCNE), an autonomous national accrediting body for baccalaureate and graduate nursing education programs. CCNE accreditation ensures the quality and integrity of nursing programs and AUM is committed to quality and external accountability in their educational programs. The Joint AU/AUM MSN program's current CCNE accreditation will continue until students complete the program teach-out plan. Since the Joint AU/AUM MSN Program has successfully achieved CCNE accreditation and AUM's undergraduate program is accredited by CCNE, AUM anticipates similar success when this accreditation is pursued for an independent MSN Program.

In more detail, the actual date that AUM will seek accreditation will be based upon (a) if ACHE approves this proposal request, and (b) if AUM has additional requirements to submit to SACSCOC and need their approval as well. If the program is approved by ACHE and there are no additional barriers from SACSCOC, AUM will submit its intent to CCNE for accreditation of independent MSN programs when the program begins. The intent will include a request for an on-site evaluation to take place at least one year after opening. Once the on-site evaluation occurs and the program is approved for initial accreditation, the program is accredited as of the date the on-site evaluation took place. In summary, as soon as independent MSN programs are approved and the first student enrolls, AUM will seek CCNE accreditation.

Curriculum: The program completion requirements are as follows:

Credit hours required in major courses	20, NE for IPP
	21, FNP
Credit hours in institutional general education or core curriculum	24 (core for program)
Total credit hours required for completion	**44, NE for IPP**
	45, FNP

There are 24 hours that are common to both options (they are a common core). In addition to these 24 hours that all students must take, the NE students must take an additional 20 hours of NE-specific courses and the FNP students must take an additional 21 hours of FNP-specific courses. Totals are 44 and 45 hours, respectively, for the NE and FNP options/tracks.

Collaboration: The institution does not plan on collaborating with other institutions in the delivery of this program. AUM has the faculty, infrastructure and the community support to provide a graduate nursing program.

Distance Education: Distance education will be used as the primary mode of course delivery. The clinical component of the FNP curriculum is delivered with the assistance of a clinical preceptor for patient contact supporting experiential learning. The faculty oversite of student and clinical content will be achieved with scheduled site visits throughout the semester. It is anticipated that 90 percent or more will be provided online. In the FNP Program, students will come to campus periodically for an intensive experience to validate course competencies. They will also come to campus at the end of their program of studies to complete exit examinations. Nurse Educator students will complete the program 100 percent online.

Admissions: Admission to the MSN Program will be based on an overall appraisal of the ability to undertake master's education. Official transcripts from all colleges and universities attended will be reviewed for coursework and for a cumulative grade point average (GPA) of 3.0 or better on a 4.0 scale. Successful applicants will have an unrestricted Registered Nurse License and submit both three satisfactory letters of recommendation and a writing sample. All applicants must participate in an admission interview, complete required application forms and meet deadlines for admission. Applicants will be required to have current CPR certification, malpractice insurance, and required immunizations. There are no qualifying exams and admission test scores (such as the GRE or MAT) are not required. The interview process will take into consideration the ability to articulate career goals, cultural awareness and sensitivity and critical thinking abilities. Evidence of leadership and interpersonal skills will also be assessed. An admission rubric has been developed to facilitate the holistic admission process.

Need: All 67 counties across Alabama are designated a medically underserved area (MUA), a medically underserved population (MUP), or both by the Health Resources and Services Administration (HRSA). This designation is assigned when either the healthcare providers, both family and/or primary care are not readily available within the county (HRSA, 2015). In 2016, Alabama was designated the fourth poorest state in the nation (Alabama Possible, 2016).

The MUP designation indicates that the population within the county faces problems that further contribute to a lower ability to access care, such as extreme poverty, homelessness, low health literacy, a larger number of elderly, and a high infant mortality rate (HRSA, 2015). Forty-nine percent of infants and toddlers in the South live in low-income families, which further impacts their ability to receive acute, maintenance, and preventive care. Alabama is fourth in the nation for statistically significant food insecurity rates, which also contributes to growth and development risks for infants and toddlers (Feeding America, 2015). Currently 298,000 Alabama children are living in poverty (Alabama News Service, 2015). Alabama is currently ranked 45th for overall child well-being (Alabama News Service, 2015). Hispanic children are three times more likely to live in poverty (Alabama Possible, 2016). Family Nurse Practitioners are educated to provide safe,

culturally sensitive, effective, efficient, preventive, and patient-centered care in these designated counties for all populations.

Former Governor Bentley 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 assume in meeting the healthcare needs of the citizens of Alabama. The need for nurse practitioners locally, regionally and nationally was addressed by David Auerbach, PhD and colleagues at the RAND Corporation when they 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. (Aurbach et.al, 2014).

A major reason for turning away qualified applicants at all degree levels is the shortage of nursing faculty (AACN, 2016). The average age of faculty in Alabama is 50 years. The shortage of nursing faculty prevents expanding the nursing workforce and meeting the healthcare demands for registered nurses. Graduates of this master's program will be qualified to hold faculty positions in nursing programs at community colleges and baccalaureate programs. In the nursing discipline in particular, the concern should not be on duplication of programs but rather the availability of programs to prepare qualified nurse practitioners and educators to meet the healthcare needs of the state and nation.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	30	30	30	30	30	150
State	125	125	125	125	125	625
SREB	55,670	55,670	55,670	55,670	55,670	278,350
Nation	126,900	126,900	126,900	126,900	126,900	634,500

A search of current job openings as well as government-collected data was conducted. The United States Department of Labor, Bureau of Labor and Statistics (2015) estimates there will be a 31 percent increase in employment opportunities for advanced practice nurses from 2014 to 2024. Some of the reasons for the increased need for advanced practice nurses include the number of medically underserved areas across the country, the aging population, more individuals with healthcare insurance, and an ongoing effort to prevent disease processes (2015).

Job searches were conducted using a variety of search engines such as www.indeed.com and www.monster.com with the key terms "Nurse Practitioner" and "Family Nurse Practitioner" for Alabama and contiguous states which resulted in between 200-1,650 job openings for positions with a salary range from $80,000 to $130,000. While social media sites provided information to validate the need for nurse practitioners within the SREB states, the position descriptions on these for-profit sites were not specific and did not address significant issues such as degree, national certification, or experience. Job projections based on actual data through the Alabama Department of Labor and Projections Central: State Occupational Projections were a more credible source of data to assist in determining employment opportunities. The Alabama Department of Labor Workforce Information on Nurse Practitioners, in the 2014 Alabama Licensed Occupation Guide, projected an annual growth of 2.77 percent and 2.94 percent nationally.

Salaries range as follows: entry salary of $62,747; an average salary of $88,318; and a maximum of $101,104 for an experienced nurse practitioner. At this time, there are 220,000 Certified Registered Nurse Practitioners (CRNPs) certified and licensed to practice in the United States. According to the American Association of Nurse Practitioners (2016), 83.4 percent practice in primary care and of these 55.1 percent practice family care. A study conducted by the Southern Regional Board of Education (SREB) in 2002 indicated a serious shortage of nursing faculty in all 16 SREB states and the District of Columbia. Their findings indicated that the combination of faculty vacancies (432) and newly budgeted positions (350) pointed to a 12 percent shortfall of nurse educators. The faculty shortage has been related to unfilled positions, resignations, retirements, and the shortage of students prepared for the faculty role. Searching for job openings using search engines revealed between 50-400 open nursing faculty positions within the SREB states.

There is no state nursing center for the collection of supply and demand data in Alabama such as is found in other states such as Florida. The Health Workforce Technical Assistance Center reported on their website that they acquired data from 32 states collecting data and 19 not collecting data; Alabama was one of the 19 with no data collection plan resulting in no response. Lack of current, relevant health workforce data is a concern in order to meet the needs for educators to improve the pipeline of applicants for nursing school and practitioners needed to provide access to healthcare within Alabama. State specific data were obtained from the Alabama Department of Labor website. In addition, the following website was utilized for state data: http://www.projectionscental.com/Home/Index. Data from all SREB states were reviewed for nurse practitioner job openings.

Student Demand: In order to assess current student interest in a MSN degree, a student interest survey of current AUM nursing students was conducted in May 2017. Results from the survey indicated that approximately 60 percent plan to pursue a graduate degree as a family nurse practitioner. In an effort to assess state need and interest in graduate education, the list of all nurses in Alabama was purchased from the Alabama State Nurse Association. The list contained 1,500 names and from those, a random sample of 500 was selected to mail a needs assessment survey instrument with 17 questions. Each survey included a stamped envelope for ease of returning the survey. Of the 500 mailed surveys, (195) 39 percent were returned. Of those returned, (71) 36 percent indicated a desire to attend a MSN program to prepare nurse practitioners and (25) 13 percent requested a nurse educator MSN program. Family Nurse Practitioner was the most selected option among all nurse practitioner options on the survey.

Faculty:

Current Primary Faculty—
    Full-time: 11
    Part-time: 11
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

Note: Two additional full-time doctorally prepared certified registered nurse practitioners will be hired to teach in the MSN program, if approved. AUM is not including these numbers

in the budget or the above table as these new hires will replace existing lines already covered by the budget.

Support Staff: No additional support staff will be required.

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

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

Facilities: No additional facilities are needed.

Library: The Auburn University at Montgomery Library supports the nursing courses offered on the AUM campus. Additionally, in support of the MSN Program, the Library provides online access to specific databases such as the Cochrane Library. The AUM Library has a cooperative agreement with the libraries of Troy University, Alabama State University, Faulkner University and Huntingdon College. The AUM library participates in traditional interlibrary loan services and a special lending program with the libraries of Auburn University, Jacksonville State University, the University of Alabama, and the University of Alabama Birmingham. The program called ALLIES allows students to conduct simultaneous searches of the participating libraries catalogs and, once an item is identified, to place a request for that item. The holding library then retrieves the item and mails it to the home library of the student or faculty member. Over the past 5 years, the Library has made available to the School of Nursing a total of $12,097.30 for book and DVD purchases.

There is an annual budget and process for nursing faculty to provide input regarding new purchases for the library. The library also purchases serial subscriptions annually, as well as large interdisciplinary databases such as Science Direct, BioOne, and Oxford Journals. The library provides access to journal resources such as CINAHL Plus Text, which contains access to more than 3,000 journals, the Cochrane Library, Joanna Briggs Institute, ProQuest Nursing and Allied Health, Ovid Nursing Journals collection, and PubMed and PubMed Central, which provides indexing and abstracting for more than 3,500 titles in the medical and health sciences area.

Program Budget: The proposal projected that $55,950 in new funds will be required over the program in the first five years, and that $392,366 will be available over the same period through tuition and internal reallocations.

Attachment 3

Curriculum

Auburn University at Montgomery
Master of Science in Nursing in Nursing (Two Tracks: Family Nurse Practitioners (FNP) and
Nurse Educators for Interprofessional Practice.)

Course Number and Title	Number of Credit Hours	* If New Course
CORE COURSES FOR MSN		
NURS 6340 Theory for Advanced Nursing Practice	3	
NURS 6120 Advancing Quality, Safety & Prevention	3	
NURS 6440 Translating Evidence into Practice	3	
NURS 6250 Ethics, Legal Issues & Health Policy	3	
NURS 6550 Professional Transition to Advanced Practice Nursing	3	
NURS 6610 Advanced Physiology/Pathophysiology	3	
NURS 6620 Advanced Physical Assessment	2	
NURS 6621 Advanced Physical Assessment Clinical (60 hours)	1	
NURS 6630 Pharmacotherapeutics for Advanced Practice	3	
FAMILY NURSE PRACTITIONER COURSES		
NURS 7110 Adolescent/Adult Primary Care	2	
NURS 7111 Adolescent/Adult Primary Care Clinical (180 hours)	3	
NURS 7210 Women's Health Primary Care	2	
NURS 7211 Women's Health Primary Care Clinical (60 hours)	1	
NURS 7310 Pediatric Primary Care	3	
NURS 7311 Pediatric Primary Care Clinical (120 hours)	2	
NURS 7410 Adult/Gerotologic Primary Care	3	
NURS 7411 Adult/Gerontologic Primary Care Clinical (120 hours)	2	
NURS 7911 Advanced Practice Nurse Practicum (180)	3	
NURSE EDUCATOR FOR INTERPROFESSIONAL PRACTICE COURSES		
NURS 7510 Interprofessional Educator Roles & Competencies	3	*
NURS 7530 Innovations in Clinical Teaching & Evaluation	1	*
NURS 7520 Instructional Design for Interprofessional Education	3	*
NURS 7540 Innovative Curricula in Interprofessional Education	3	*
NURS 7550 Using Quality Assessment & Evaluation Strategies	2	*
NURS 7560 Program Evaluation & Accreditation	2	*
NURS 7570 Exam Construction & Analysis	2	*
NURS 7941 Nurse Educator Practicum for Interprofessional Practice (Immersion Project)	4	

MSN Plan of Study Nurse Educator Track

Fall Admission

Semester One	Semester Two	Semester Three
Theory for Advanced Nursing Practice (3)	Translating Evidence into Practice Systems (3)	Advanced Physical Assessment (2)
Professional Transition to Advanced Nursing Practice (3)	Advancing Quality, Safety, & Prevention (3)	Advanced Physical Assessment Clinical (1)
Ethics, Legal Issue & Health Policy (3)	Advanced Physiology/Pathophysiology (3)	Pharmacotherapeutics for Advanced Practice (3)
Semester Four	Semester Five	Semester Six
Theory & Strategies for Learning (3)	Using Quality Assessment & Evaluation Strategies (2)	Nurse Educator Practicum (4)
Innovations in Teaching & Evaluation (1)	Exam Construction & Analysis (2)	
Information Systems & Technology for Improved Healthcare (3)	Program Evaluation & Accreditation (2)	
Innovative Curriculum Development (3)		

MSN Plan of Study Family Nurse Practitioner Track

Fall Admission

Semester One	Semester Two	Semester Three
Theory for Advanced Nursing Practice (3)	Translating Evidence into Practice Systems (3)	Advanced Physical Assessment (2)
Professional Transition to Advanced Nursing Practice (3)	Advancing Quality, Safety, & Prevention (3)	Advanced Physical Assessment Clinical (1)
Ethics, Legal Issue & Health Policy (3)	Advanced Physiology/Pathophysiology (3)	Pharmacotherapeutics for Advanced Practice (3)
Semester Four	**Semester Five**	**Semester Six**
Adolescent/Adult Primary Care (2)	Women's Health Primary Care (2)	Gerontologic Primary Care (3)
Adolescent/Adult Primary Care Clinical (3) (180 hours)	Women's Health Primary Care (1) (60 hours)	Gerontologic Primary Care Clinical (2) (120 hours)
Diagnostic and Clinical Reasoning (1)	Program Evaluation & Accreditation (2)	Advanced Practice Practicum (3) (180 hours)
	Pediatric Primary Care (3)	
	Pediatric Primary Care Clinical (2) (120 hours)	

Attachment 4

Letter of Support from Alabama State Nurses Association
Executive Director, John Ziegler to
AUM College of Nursing and Health Sciences, Dean Leuner

Jean D. Leuner, Ph.D., RN, FAAN
Barbara S. Witt Professor and Dean
Julie C. Freeman, DNP, ACNP-BC, MSN
Graduate Program Coordinator
College of Nursing and Health Sciences
Auburn University at Montgomery
POB 244023
Montgomery, AL 36124

March 16, 2017

Dear Dr. Leuner,

On behalf of *the* Alabama State Nurses Association, I am writing this letter to offer our support and encouragement for a Master of Science in Nursing (MSN) program and a Doctor of Nursing Practice (DNP) program at Auburn University Montgomery (AUM). We understand that AUM is requesting a stand-alone graduate and doctoral program to prepare nurse practitioners, educators, nurse leaders and informaticists. These programs are needed locally in order to prepare graduate nurses for the growing healthcare community of greater Montgomery, Alabama.

We have enjoyed an excellent relationship with AUM and we know that the College of Nursing and Health Sciences graduates are well prepared for the complex healthcare environment upon graduation. There is a need for more nurses to be prepared at the graduate level in order to serve the community as nurse practitioners, nurse leaders and faculty. The shortage of faculty due to retirements presents a particular challenge since a well-educated workforce of faculty members is needed to prepare the next generation of nurses.

We are pleased to see that AUM is planning for the future by proposing both a masters and a doctoral program. The DNP degree is the nationally accepted terminal degree for nurse practitioners and other graduate nurses. A local program is needed so that our staff can attend classes while working full-time and have access to faculty members for advisement and other activities. It will also provide a pathway for new graduates to continue their education locally and not leave the area.

As we address issues of quality, safety, access to care and new federal guidelines and requirements, we welcome the opportunity to support and work with AUM to propose the Master of Science in Nursing degree program and the Doctor of Nursing Practice program. We know that we will need nurses prepared at the graduate level to provide the expert care, leadership and maintain the quality standards that are essential for optimal patient care.

Thank you for the opportunity to support AUM in order to grow and prepare the graduate nurses needed for the community, state and the nation.

Sincerely,

John Ziegler, D.Min
ASNA Executive Director

Attachment 5

Letter of Support from Jackson Hospital Vice President, Patient Care, Sharon A. Goodison
To AUM College of Nursing and Health Sciences, Dean Leuner

JACKSON HOSPITAL

Jean D. Leuner, Ph.D., RN, FAAN
College of Nursing and Health Sciences
Auburn University at Montgomery
P.O.Box 244023
Montgomery, AL 36124

March 7, 2017

Dear Dr. Leuner,

On behalf of Jackson Hospital, I am writing to offer our support and encouragement for a Master of Science in Nursing (MSN) program and a Doctor of Nursing Practice (DNP) program at Auburn University Montgomery (AUM). We understand that AUM is requesting a stand-alone graduate and doctoral program to prepare nurse practitioners, educators, nurse leaders and informaticists. These programs are very much needed locally in order to prepare graduate nurses for the growing healthcare community of greater Montgomery, Alabama.

We have an excellent relationship with AUM and know that the College of Nursing and Health Sciences graduates are well prepared for the complex healthcare environment upon graduation. There is a real need for more advanced practice nurses at the graduate level in order to serve our community as nurse practitioners, nurse leaders and faculty. The shortage of faculty due to retirements presents a significant challenge since a well-educated workforce of faculty members is needed to prepare the next generation of nurses.

We are pleased to see that AUM is planning for the future by proposing both a masters and a doctoral program. The DNP degree is the nationally accepted terminal degree for nurse practitioners and other graduate nurses. A local program is especially needed so that our staff can attend classes while working full-time and have access to faculty members for advisement and other activities. It will also provide a pathway for new graduates to continue their education locally and not leave the area.

As we address issues of quality, safety, access to care and new federal guidelines and requirements, we welcome the opportunity to support and work with AUM to propose the Master of Science in Nursing degree program and the Doctor of Nursing Practice program. We know that we will need nurses prepared at the graduate level to provide the expert care, leadership and maintain the quality standards that are essential for optimal patient care.

Thank you for the opportunity to support AUM in order to grow and prepare the graduate nurses needed for our community, state and the nation.

Sincerely,

Sharon A. Goodison RN, MSN, MBA
Vice President Patient Care Services/Chief Nursing Officer

Attachment 6

Letter of Support from State of Alabama Department of Public Health Director, Office of Community Affairs, Carolyn Bern To AUM College of Nursing and Health Sciences, Dean Leuner

STATE OF ALABAMA DEPARTMENT OF
PUBLIC HEALTH
Thomas M. Miller, M.D.
State Health Officer

March 16, 2017

Jean D. Leuner, PhD, RN, FAAN
Graduate Program Coordinator
College of Nursing and Health Sciences
Auburn University at Montgomery
P.O. Box 244023
Montgomery, AL 36124

Dear Dr. Leuner:

On behalf of the Office of Community Affairs in the Alabama Department of Public Health, I am writing this letter to offer our support and encouragement for a Master of Science in Nursing (MSN) program and a Doctor of Nursing Practice (DNP) program at Auburn University at Montgomery (AUM). We understand that AUM is requesting a stand-alone graduate and doctoral program to prepare nurse practitioners, educators, nurse leaders, and informaticists. These programs are needed locally in order to prepare graduate nurses for the growing healthcare community of greater Montgomery, Alabama.

The demand for nurses is growing as the baby boom generation ages. At the same time, there is a shortage of nursing faculty due to retirements. Without enough qualified faculty to teach nursing students, the nursing shortage will most likely worsen.

We are delighted that AUM is planning for the future health care needs of the River Region by proposing both a masters and a doctoral program. The DNP and MSN Program proposed by AUM will also allow Alabama Department of Public Health and other state agency staff to attend classes while working full-time.

As we prepare for the future health care needs of our community and our state, we welcome the opportunity to support AUM as they develop the DNP and MSN programs. We have enjoyed an excellent relationship with AUM and we know that the College of Nursing and Health Sciences graduates are well prepared for the transformative health care environment.

Sincerely,

Carolyn Bern, MPA
Director, Office of Community Affairs

CB/AM

The RSA Tower • 201 Monroe Street• Montgomery, AL 36104
P.O. Box 303017 • Montgomery, AL 36130-3017

DECISION ITEM UA-1: University of Alabama, Bachelor of Fine Arts in Theatre (CIP 50.0501)

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 Description: The Bachelor of Fine Arts (B.F.A.) degree program in Theatre is designed to train students to work in the professional theatre and the entertainment industries, as well as prepare them for graduate study. The realities of a rapidly changing, highly competitive market make it imperative that actors, designers, and technicians acquire advanced skills in order to enter the industry immediately following graduation. The University of Alabama's (UA) well-established Bachelor of Arts (B.A.) degree program in Theatre positions UA to initiate a B.F.A. in this field. Central to the University's mission is the provision of first-class professional training to Alabama residents, as well as to students from throughout the region and the nation.

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

Mode of Delivery: According to the proposal, distance education will be minimally present in this program. Theatrical training is experiential, and traditionally relies on close interaction with teachers and mentors.

Similar Programs: Institutions with programs listed at CIP 50.0501 are: Alabama State University (BA in Theatre Arts); Athens State University (BA in Drama and Theatre Arts); Jacksonville State University (BA in Drama); University of Alabama (BA in Theatre); University of Alabama at Birmingham (BA in Theatre); University of Alabama in Huntsville (BA in Theatre); University of North Alabama (BA in Theatre); Auburn University (BFA/BA in Theatre); University of South Alabama (BFA/BA in Dramatic Arts); and the University of Montevallo (BFA/BS/BA in Theatre).

Collaboration: The UA Department of Theatre and Dance will continue to collaborate with other institutions of higher education and organizations that offer experimental learning opportunities for all theatre students.

Resources: The proposal projected that a total of $0 in estimated new funds will be required to support the proposed program. A projected total of $2,553,431 will be available through tuition.

Public Review: The program was posted on the Commission website from July 14 until August 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed Theatre program will have concentrations in Acting, Musical Theatre, and Design/Technical Theatre.

2. The University of Alabama has a successful Department of Theatre and Dance that includes a New York Senior Showcase, a professional summer theatre, an award winning feature film, and recent graduates performing lead roles on Broadway.

3. No news funds are needed since existing coursework is currently being offered through UA's BA in Theatre program.

DECISION ITEM UA-1:	<u>University of Alabama, Bachelor of Fine Arts in Theatre (CIP 50.0501)</u>
Staff Presenter:	Ms. Margaret Pearson Academic Program Review Analyst
Staff Recommendation:	That the Commission approve the proposed Bachelor of Fine Arts in Theatre.

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

<u>Implementation Date</u>: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by September 8, 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.

<u>Post-Implementation Conditions</u>:

1. That the annual average new enrollment headcount for the first five years will be at least 14 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 11, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in continuing in related graduate work.

4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama (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, received April 12, 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 — Bachelor of Fine Arts in Theatre (CIP 50.0501)

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	$332,154	$581,269	$477,471	$560,509	$602,028	$2,553,431
TOTAL	$332,154	$581,269	$477,471	$560,509	$602,028	$2,553,431

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	16	28	23	27	29	25
NEW ENROLLMENT HEADCOUNT	16	12	12	14	16	14
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	9	9	11	16	11

Attachment 2
Summary of Background Information

Bachelor of Fine Arts in Theatre
University of Alabama

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

Program Description: The Bachelor of Fine Arts (B.F.A.) degree program in Theatre is designed to train students to work in the professional theatre and the entertainment industries, as well as prepare them for graduate study. The realities of a rapidly changing, highly competitive market make it imperative that actors, designers, and technicians acquire advanced skills in order to enter the industry immediately following graduation. The University of Alabama's (UA) well-established Bachelor of Arts (B.A.) degree program in Theatre positions UA to initiate a B.F.A. in this field. Central to the University's mission is the provision of first-class professional training to Alabama residents, as well as to students from throughout the region and the nation. Student learning outcomes for the program will be assessed by the following:

1. Students will demonstrate professional skills in their areas of concentration in productions at the University, at its professional summer theatre, and in other professional theatre and entertainment venues.

2. Students will exhibit the necessary proficiencies to seek employment through means such as networking, auditions, interviews, portfolios, and websites.

3. Students will demonstrate familiarity with a wide range of theatrical techniques, research materials, repertoire, and historical development, with special emphasis on their areas of concentration.

4. Students will have the necessary skills to enter graduate programs in their areas of concentration.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Robert Olin, Dean; and the Department of Theatre and Dance, William Teague, Chair.

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

Accreditation: The National Association of Schools of Theatre (NAST) accredits UA's existing BA and MFA programs, and the institution will seek NAST accreditation for the proposed BFA program.

Curriculum: The program will require one new course: Senior Project (1-3 semester hours).

Acting Concentration
Credit hours required in major: 64 semester hours (sh)
Credit hours in general education or core curriculum: 49 (sh)
Credit hours required in minor: n/a
Credit hours required in support courses: n/a
Credit hours required in free electives: 15
Credit hours required for completion: 128 (sh)

Musical Theatre Concentration
Credit hours required in major: 71 semester hours (sh)
Credit hours in general education or core curriculum: 49 (sh)
Credit hours required in minor: n/a
Credit hours required in support courses: n/a
Credit hours required in free electives: 8 (sh)
Credit hours required for completion: 128 (sh)

Design/Technical Theatre Concentration
Credit hours required in major: 55 semester hours (sh)
Credit hours in general education or core curriculum: 49 (sh)
Credit hours required in minor: n/a
Credit hours required in support courses: n/a
Credit hours required in free electives: 24
Credit hours required for completion: 128 (sh)

Collaboration: The UA Department of Theatre and Dance will continue to collaborate with other institutions of higher education and organizations that offer experimental learning opportunities for all theatre students.

Distance Education: According to the proposal, distance education will be minimally present in this program. Theatrical training is experiential, and traditionally relies on close interaction with teachers and mentors.

Admissions: Admission to the program will be based on auditions, interviews, and, where appropriate, portfolio reviews. Continuance will be based upon periodic assessments. Practicums will be required in all areas of concentration. A senior project or recital will be required.

Need: The Creative Industries Executive Summary, created by the Alabama State Council on the Arts in 2015, states: "The Creative Industries in Alabama represent 4,781 businesses, employing a total of 71,081 people, who earn annual wages totaling more than $2 billion, and generate almost $8.7 billion in annual revenue." The report also states there are 1,225 registered arts and culture non-profits in the state, which represent $177 million in revenue and $393 million in assets. While not all of these jobs are in performing arts, many of the UA BFA graduates could be successful in many of these organizations.

The Creative Industries Executive Summary further breaks down jobs in the creative industries and specifies the following percentages: film and media (37 percent), design (13 percent), and the performing arts (9 percent). This total represents about 59 percent of all creative industries jobs. Based on this summary, an estimated percentage of UA BFA alumni would be well positioned to compete for at least half of this 59 percent. This would result in 20,969 potential job openings statewide according to UA officials.

 The B.F.A. program will provide highly trained actors, designers, and technicians prepared to contribute to the development of the state's film industry. According to the Alabama Film Office, the state has seen an increase in large-budget film productions coming in from out-of-state, including USS Indianapolis, Selma and 42 resulting in a growth in demand for such personnel. Since 2009, Alabama has set up a 25 percent state tax rebate for productions over 500k in budget; demonstrating the state's belief that further developing the film industry would be a significant advantage to the state (and return at least the 25 percent investment of tax credits). According to the Creative Industries Executive Summary, film and media represent 37 percent of creative industry jobs in Alabama, for 26,260 jobs. From the Alabama Film Office website, in the past 30 days alone, five major film projects have sought casting or crew in Alabama.

Student Demand: UA's Department of Theatre and Dance polled current BA in Theatre students to ascertain their interest in the proposed B.F.A. program. They were asked: "If a BFA program became available at this time, would you switch to that program. Out of the 97 students queried, 79 responded to the survey. Of that group, 53 said they would switch, and 27 said they would remain in the BA program.

Resources:

Faculty:
Current Primary Faculty—
       Full-time: 22
       Part-time: 0
Support Faculty—
       Full-time: 0
       Part-time: 0

Additional Faculty to Be Hired:
Primary Faculty—
       Full-time: 0
       Part-time: 0
Support Faculty—
       Full-time: 0
       Part-time: 0

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

Facilities: No new facilities will be required.

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

Program Budget: The proposal projected that a total of $0 in estimated new funds will be required to support the proposed program. A projected total of $2,553,431 will be available through tuition.

Attachment 3

The University of Alabama
Bachelor of Fine Arts in Theatre

Acting Concentration

FRESHMAN YEAR

Fall Semester	Credits: 16
TH 114 Introduction to Theatre	3
TH 141 Acting I	3
TH XXX Elective	3
EN 101 Freshman English	3
Natural Sciences	4

Spring Semester	Credits: 16
TH 220 Scenery or TH231- Costume Construction	3
TH XXX Elective	3
EN 102 Freshman English	3
Mathematics	3
Natural Sciences	4

SOPHOMORE YEAR

Fall Semester	Credits: 16
TH 291 Practicum 1	1
TH 240 Beginning Stage Movement	3
TH 230 Stage Makeup	2
TH 242 Acting II	3
TH XXX Elective	3
Foreign language	4

Spring Semester	Credits: 16
TH 365 Stage Management	3
TH XXX Elective	3
Foreign language	4
History	3
Literature	3

JUNIOR YEAR

Fall Semester	Credits: 16
TH 361 Directing or TH470 Theatre Management	3
TH 391 Practicum	1
TH XXX Elective	3
Social/Behavioral Sciences	3
Humanities	3
History	3

Spring Semester	Credits: 15
TH 441 Acting III	3
TH 490 Independent Study:	3
(Alexander Technique, Audition Technique)	
Social/Behavioral Sciences	3
Literature	3
Humanities	3

SENIOR YEAR

Fall Semester	Credits: 16
TH 451 History of Theatre I	3
TH 491 Practicum	1
TH 482 Playwriting	3
TH 440 Advanced Stage Movement	3
TH 442 Careers in Acting	3
TH 447 Dialects	3

Spring Semester	Credits: 17-18
TH 452 History of Theatre II	3
TH XXX Senior Project	2-3
TH 444 Acting in Film and Comedy	3
TH 445 Acting Shakespeare	3
TH 446 Advanced Voice	3
TH 448 Rehearsal Process (Showcase Prep)	3

TOTAL CREDITS: 128-129

Musical Theatre Concentration

FRESHMAN YEAR

Fall Semester	Credits: 16
TH 114 Introduction to Theatre	3
TH 141 Acting I	3
TH 165 - Musicianship I	3
THMT 174 Musical Theatre Voice	1
EN 101 Freshman English	3
Literature	3

Spring Semester	Credits: 16
TH 220 Scenery or TH231- Costume Construction	3
TH 166—Musicianship II	3
THMT 174 Musical Theatre Voice	1
EN 102 Freshman English	3
Social/Behavioral Sciences	3
Mathematics	3

SOPHOMORE YEAR

Fall Semester	Credits: 16
TH 291 Practicum 1	1
TH 240 Beginning Stage Movement	3
THMT 274 Musical Theatre Voice	1
DN210 Musical Theatre Dance I	3
Foreign language	4
Natural Sciences	4

Spring Semester	Credits: 17
TH 242 Acting II	3
TH XXX Elective	3
THMT 274 Musical Theatre Voice	1
DN 211 or 212 Ballet	3
MUA121 Introduction to Listening	3
Foreign language	4

JUNIOR YEAR

Fall Semester	Credits: 15
TH 361 Directing or TH470 Theatre Management	3
TH 391 Practicum	1
THMT 374 Musical Theatre Voice	1
DN 311 or 312 Modern	3
History	3
Natural Sciences	4

Spring Semester	Credits: 16
THMT 374 Musical Theatre Voice	1
DN 310 Musical Theatre Dance II	3
Social/Behavioral Sciences	3
Literature	3
Humanities	3
History	3

SENIOR YEAR

Fall Semester	Credits: 16
TH 451 History of Theatre I	3
TH 491 Practicum	1
TH XXX Elective	2
TH 465 Musical Theatre Performance I	3
THMT 474 Musical Theatre Voice	1
DN 410 Musical Theatre Dance III	3
Humanities	3

Spring Semester	Credits: 16
TH 452 History of Theatre II	3
TH 466 Musical Theatre Performance II	3
TH 444 Acting in Film and Comedy	3
TH 445 Acting Shakespeare	3
THMT 474 Musical Theatre Voice	1
DN 251,252, 351, 352, 451, or 452 Jazz	3

TOTAL CREDITS: 128

Design/Technical Theatre Concentration

FRESHMAN YEAR

Fall Semester	Credits: 16
TH 114 Introduction to Theatre	3
TH 120 Principles of Design	3
TH 141 Acting I	3
EN 101 Freshman English	3
Natural Sciences	4

Spring Semester	Credits: 16
TH 220 Fundamentals of Stage Scenery	3
TH XXX Elective	3
EN 102 Freshman English	3
Mathematics	3
Natural Sciences	4

SOPHOMORE YEAR

Fall Semester	Credits: 16
TH 291 Practicum 1	1
TH 230 Stage Makeup	2
TH 231 Costume Construction	3
TH 233 Beginning Costume Design	3
TH XXX Elective	3
Foreign language	4

Spring Semester	Credits: 16
TH 365 Stage Management	3
TH 322 Fundamentals of Stage Lighting	3
Foreign language	4
History	3
Literature	3

JUNIOR YEAR

Fall Semester	Credits: 16
TH 361 Directing or TH 470 Theatre Management	3
TH 421 Period Décor	3
TH 391 Practicum	1
Social/Behavioral Sciences	3
Humanities	3
History	3

Spring Semester	Credits: 17
TH 423 Drafting for the Theatre	3
TH 422 Scene Design	3
TH 426 Sound Production Techniques	3
TH XXX Design/Tech Elective	2
Social/Behavioral Sciences	3
Literature	3

SENIOR YEAR

Fall Semester	Credits: 16
TH 451 History of Theatre I	3
TH 425 Scene Painting	3
TH XXX Design/Tech Elective	3
TH 430 Historic Costume for Stage	3
TH 491 Practicum	1
Humanities	3

Spring Semester	Credits: 15
TH 452 History of Theatre II	3
TH 435 Presentation for Designers	3
TH 437 Drawing for Stage Designers	3
TH XXX Design/Tech Elective	3
TH XXX Design/Tech Elective	3

TOTAL CREDITS: 128

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DECISION ITEM UAB-1:   University of Alabama at Birmingham, Clinical Doctorate in Occupational Therapy (OTD) (CIP Code 51.2306)

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 Occupational Therapy Doctorate (OTD) program is designed to provide advanced educational and clinical opportunities for Occupational Therapy (OT) practitioners to develop knowledge and skills to improve health care for persons with functional limitations that influence their occupational performance or everyday living skills, and to improve the health, well-being, and quality of life for all people, populations, and communities.

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

Mode of Delivery: The program is designed for online delivery.

Similar Programs: In addition to UAB, other Alabama universities with an entry-level occupational therapy master's program include: Alabama State University, Tuskegee University, and the University of South Alabama. The proposed program does not duplicate or resemble another program offered in the State of Alabama. There are nine similar programs in the SREB states.

Collaboration: As UAB is part of the University of Alabama System, UAB's initial consideration for collaboration is within the system. However, neither the Tuscaloosa nor the Huntsville campus has an OT program, and thus they are not viable for collaboration in this degree. The other OT master's degree-granting institutions in the state are not considered for collaboration at this time because none offer post-professional OT education opportunities or online OT degree options.

Resources: The proposal projected that a total of $347,000 in estimated new funds will be required to support the proposed program. A projected total of $1,104,840 in new funds will be available from tuition.

Public Review: The program was posted on the Commission website from July 14 until August 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1.   The Department of Occupational Therapy at UAB has been in existence for almost 50 years, delivering entry-level OT education, initially at the bachelor's level (1968-2000) and then at the master's level (2000-present). The UAB MSOT is a well-established, highly regarded program nationally, and currently is ranked 25th in the country for entry-level master's programs.

2.   Three faculty members who will have primary assignment to the proposed OTD program are widely regarded as experts in their respective areas of occupational therapy concentration. All three individuals have their primary faculty appointment in the UAB OT Department, and have been recognized by the national professional organization by induction into the American Occupational Therapy Association Roster of Fellows, and all three have extensive experience with distance education.

3.   The School of Health Professions, where the OT Department is housed, has a centralized learning technology and instructional design infrastructure to support online and classroom-based learning.

UAB has a campus-wide Division of E-learning and Professional Studies to further support faculty in course design and online delivery of the proposed OTD courses.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DECISION ITEM UAB-1:   University of Alabama at Birmingham, Clinical Doctorate in
                                        Occupational Therapy (OTD) (CIP Code 51.2306)

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

Staff Recommendation: That the Commission approve the proposed Clinical Doctorate in
                                        Occupational Therapy (OTD).

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

                                        Implementation Date: The proposed program will be
                                        implemented in August 2018. Based on Commission policy, the
                                        proposed program must be implemented by September 8, 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 10 based
                                            on the proposal.

                                        2. That the annual average number of graduates for the period
                                            2020-21 through 2022-23 (three-year average) will be at least
                                            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 continuing in
                                            related graduate work.

                                        4. That information regarding an overall assessment of the
                                            program be provided, particularly as related to objectives and
                                            assessment measures stated in the proposal.

                                        The University of Alabama at Birmingham (UAB) will be required
                                        to phase out the program if any of the post-implementation
                                        conditions are not met. The institution must present
                                        documentation regarding the post-implementation conditions, as
                                        well as a general assessment of the program, in a report
                                        submitted to the Commission no later than 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 at Birmingham program proposal,
                                            received April 24, 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 at Birmingham

PROGRAM — Clinical Doctorate in Occupational Therapy (OTD) (CIP Code 51.2306)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM					
	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	$32,000	$68,000	$74,000	$74,000	$74,000	$322,000
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	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
TOTAL	$37,000	$73,000	$79,000	$79,000	$79,000	$347,000

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*	$65,400	$166,860	$255,840	$295,620	$321,120	$1,104,840
TOTAL	$65,400	$166,860	$255,840	$295,620	$321,120	$1,104,840

* Includes online fees

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS					
	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	7	15	27	34	38	24
NEW ENROLLMENT HEADCOUNT	7	8	12	12	12	10
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	5	8	8	7

Attachment 2

Summary of Background Information
Clinical Doctorate in Occupational Therapy (OTD)
University of Alabama at Birmingham

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

Description and Objectives: At the conclusion of the OTD program, graduates will be able to:

1) Provide advanced occupational therapy services to consumers.

2) Demonstrate professional leadership skills that positively influence occupational therapy practice and policy.

3) Advance the field of occupational therapy by contributing to the research underlying the body of knowledge and evidence-based practice.

4) Be employed as educators in occupational therapy and occupational therapy assistant programs.

5) Serve as consultants for program evaluation and enhancement of existing and new occupational therapy educational and intervention programs.

Assessment: UAB will use several approaches to assess the effectiveness of the program in achieving the learning outcomes.

First, mastery of didactic content as precursors to good job performance will be assessed in individual courses via application based examinations and projects. Students will be required to maintain an overall program GPA of 3.0 (A = 4.0) and no individual course grade lower than a C will be accepted. To complement student performance data, students will evaluate the effectiveness of individual courses each term using the IDEA Student Ratings of Instruction instrument as adopted by the university. Faculty will review these two sources of information each term to inform decisions about program development and areas of potential curriculum modification.

Second, students' assessment and satisfaction with the program in total will be gathered through program exit surveys, using both a survey tool and individual interviews carried out in person or through technology. These surveys will include questions about current employment and career advancement goals. These student perception data will be supplemented with quantitative assessments of aggregate academic performance, program progression and retention rates, and evidence of student scholarship.

Third, graduate job performance and career advancement will be assessed via surveys of doctoral program alumni and their employers delivered online at one year and five years post-graduation. These surveys will allow UAB to track changes in job titles and expanded practice roles, including those who move into education and those who serve as professional practice preceptors for MSOT students. This self-reported data, which will be collected at defined points in time, will be supplemented with dynamic data available on professional and social media sites such as LinkedIn and FaceBook, using both program faculty networks and those maintained by the School of Health Professions. UAB states that these approaches will allow the program to track graduates' professional advancement and gather important feedback about the value of the OTD degree in the job market

Fourth, UAB will engage both OTD students and graduates in their professional practice networks to disseminate advanced practice knowledge and skills emerging from the doctoral program among the OT practice community. The OT Department hosts annual practice updates to support professional development for occupational therapists serving as professional practice preceptors for their entry-level

students, as well as offering special programs to meet identified needs. Persons with the OTD will be will able to support such efforts.

Additionally, graduates from the proposed OTD program will be surveyed at one-year post-graduation, and each five years thereafter, to obtain their employment and career progression data. Surveys will be disseminated electronically through the Survey Monkey platform or a similar application. Questions included in the survey will directly relate to the employment and professional outcomes.

Administration: The program will be administered by the School of Health Professions, Dean, Dr. Harold P. Jones; Department of Occupational Therapy, Chairperson; Dr. Donna J. Slovensky (Interim).

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 votes were received. All three recommended program approval.

Accreditation: There is no accrediting body for this post-professional OTD program. Currently, OT entry-level education programs at the master's level and clinical doctorate levels are accredited by the American Occupational Therapy Association's Accreditation Council for Occupational Therapy Education (ACOTE). The UAB entry-level MSOT program has held continuous accreditation since its inception as a baccalaureate program. When the OT profession completes the transition to the doctoral entry level, academic program accreditation requirements will migrate with the educational requirements as a qualifier for individuals to acquire professional certification for practice. At that time, UAB states that it will pursue the appropriate accreditation for an entry-level doctoral program.

Curriculum: This program will require a total of 40 semester hours as detailed in the following table:

Program Completion Requirements:

Credit hours required in major courses:	25
Credit hours required in support courses:	--
Credit hours in required or free electives:	15
Credit hours for thesis	--
Total Credit hours:	40

This doctoral program will replace the post-professional master's OT program option, implemented in 1995. That option was developed to enable persons who graduated with a baccalaureate in OT to attain the master's degree during the profession's transition from baccalaureate to master's degree entry level. It was anticipated that the post-professional master's program option would be closed when the market for degree progression had been served. Enrollments have declined significantly over the last three years, and UAB no longer admits students to the post-professional master's OT program. The final five matriculating students will graduate by the end of summer term 2018. This information was communicated to SACSCOC in August 2016.

Collaboration: As UAB is part of the University of Alabama System, UAB's first consideration for collaboration is within the system. However, neither the Tuscaloosa nor the Huntsville campus has an OT program, and thus they are not viable for collaboration in this degree. The other OT master's degree-granting institutions in the state are not considered for collaboration at this time because none offer post-professional OT education opportunities or online OT degree options.

Distance Education: The program is designed for online delivery. Approximately 95 percent of the total program's courses offered will be provided by distance education.

Admissions: This program will be related to UAB's current entry level MSOT program. UAB will allow qualified students who are interested in the proposed OTD program to complete 5 hours of doctorate coursework (8 if selecting the Low Vision Certificate option) while they are enrolled in the entry-level MSOT program. These hours will be applied to the OTD degree; all OTD curriculum requirements will be

met. All UAB MSOT program graduates will be eligible to apply for regular admission to the OTD program, as will graduates from all accredited MSOT programs in the country.

Need: Nationally, the American Occupational Therapy Association (AOTA) is concerned with meeting the increasing demand for occupational therapists to develop clinical specialization and professional leadership skills, as well as to participate in research and evidence-based practice and research. The proposed program does not duplicate or resemble another program offered in the State of Alabama.

According to Projections Central (projectionscentral.com), currently there are 1,180 occupational therapists practicing in the State of Alabama with projected expansion to 1,570 through 2024, a 32.7 percent increase, or approximately 60 job openings per year. Nationally, there are 14,600 occupational therapists, with a projected increase of 26.5 percent to 145,100 through 2024, or about 5,200 job openings expected per year. (http://www.projectionscentral.com/Projections/LongTerm)

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	1	1	1	1	1	5
State	4	5	5	5	6	25
SREB	57	63	69	76	84	349
Nation	159	175	192	211	233	970

Further, UAB reviewed data extracted from the National Bureau of Labor Statistics (NBLS) website, which is the source used by the Office of Practice at the AOTA in making employment projections for the profession. According to the NBLS data, the job outlook for occupational therapists is projected to grow 27 percent between 2014 and 2024, "much faster" than the average for all occupations. This projection does not quantify the need for OT practice specialists, managers, directors, administrators, or faculty, but does state that "occupational therapists with specialized knowledge in a treatment area also will have better job prospects," which addresses the employment opportunities of graduates from post-professional OTD programs. The NBLS does not break down employment needs by region.

Student Demand: UAB surveyed two groups of occupational therapists who would be eligible for enrollment in the post-professional OTD program -- UAB occupational therapist alumni and all occupational therapists licensed in the State of Alabama. The survey was conducted using Survey Monkey, an online survey website engine, with the survey link made available to 1,540 occupational therapists licensed in the state, as well as 821 alumni (there was some overlap between the two groups). UAB received 453 responses from these two groups). UAB also surveyed three student cohorts of the (UAB MSOT program (149 students) anticipating graduation in 2016, 2017, and 2018. UAB received 50 student responses. A total of 503 responses were received from all groups combined, with a response rate of 20 percent.

The survey consisted of five questions asking if therapists were interested in obtaining a clinical doctorate degree, the barriers to earning this degree, a preference for a start time of year, preferred method of learning (distance education, classroom-based, or a mix of both), and a demographic question. The responses across groups of current students, alumni, and state licensees were consistent.
Of the combined responses, 40 percent of the respondents were 'interested' in obtaining a clinical doctorate degree, 38 percent said 'maybe', and 17.5 percent said 'no'. The common barriers identified as preventing the respondents from earning an OTD degree were cost and time.

The preferred start time of year for the OTD program did not matter to 70 percent of the respondents, with the remaining 30 percent split almost equally between January and August. Regarding instructional delivery mode, 54 percent stated they would prefer a blended program of face-to-face combined with distance education (visiting campus for orientation and special events), while 43 percent were interested in distance education only.

Resources:
Faculty:
Current Primary Faculty—
    Full-time: 6
    Part-time: 0
Support Faculty—
    Full-time: 2
    Part-time: 0

Additional Faculty to Be Hired:
Primary Faculty—
    Full-time: 0
    Part-time: 0

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

No new faculty will need to be hired.

However, faculty costs are projected at $2,000 per credit hour for new didactic courses (core and electives) that must be developed and taught. Students registering for OTD 750 Applied Project (Non-Thesis) will be overseen by current faculty mentors as part of their annual workload.

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

Assistantships: No assistantships or fellowships are planned for students in the proposed program.

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

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

Library: The University of Alabama at Birmingham (UAB) library facilities available to students are extensive and comprehensive. The institution has two libraries that support all educational programs, whether campus-based or online. The book and periodical holdings are located in the Lister Hill Library of the Health Sciences and the Mervyn H. Sterne Library. The Libraries collectively and collaboratively provide all faculty, students, staff, Alabama health care providers, and community users with access to library collections as well as to other learning/information resources.

Lister Hill Library, established in 1945, is the largest biomedical library in Alabama and one of the leading such libraries in the South. The Sterne Library houses a collection of more than one million items that support teaching and research in the arts and humanities, business, education, engineering, natural sciences and mathematics, and social and behavioral sciences. The library provides electronic access to more than 35,000 serials and 72,000 electronic books, and subscriptions to more than 40,000 periodicals.

Program Budget: The proposal projected that a total of $347,000 in estimated new funds will be required to support the proposed program. A projected total of $1,104,840 will be available from tuition.

Attachment 3

Curriculum
Clinical Doctorate in Occupational Therapy (OTD)
University of Alabama at Birmingham

Course Number and Title	Number of Credit Hours	* If New Course
Program Core – 25 Hours		
OTD 701 Theoretical Foundations for Advanced Occupational Therapy Practice	3	*
OTD 702 Leadership for Advanced Practice Excellence	2	*
OTD 703 Advocacy and Healthcare Policy in Population Health	3	*
OTD 704 Research Design for Advanced Occupational Therapy Practice	3	*
OTD 705 Evidence-based Practice Design and Application for Advanced Practice	3	*
OTD 706 Management for Advanced Occupational Therapy Practice	3	*
OTD 707 Occupational Therapists as Educators	2	*
OTD 750 Applied Project (Non-thesis) (1-3 credits for total of 6)	6	*
Elective Options – 15 hours		
OTD 710 Introduction to Occupational Science	3	*
OTD 711 Adaptation and Disability	3	*
OTD 712 Environments and Context	3	*
OTD 713 Professional Writing	3	*
OTD 714 Program Evaluation in Occupational Therapy	3	*
OTD 715 Special Topics in Occupational Therapy	1 - 3	Cross listed from OT 675
*OT 677 Foundations in Low Vision Rehabilitation I	3	
*OT 679 Foundations in Low Vision Rehabilitation II	3	
*OT 690 Foundations in Low Vision Rehabilitation III	3	
*OT 689 Foundations in the Treatment of Visual Impairment Due to Brain Injury	3	
OT 691 Foundations in Low Vision Rehabilitation IV	3	
AH777 Mixed Methods Research I: Introduction to the Field	3	
AH 778 Mixed Methods Research II: Designing and Conducting a Mixed Methods Study	3	
AH 779 Mixed Methods Applications in Community-Based Action Research	3	
AH 784 Qualitative Research: A Grounded Theory Approach	3	

AH 785 Qualitative Research: Analysis and Interpretation	3	
AH 786 Qualitative Research: Case Study and Ethnographic Approach	3	
AH 787 Qualitative Research: A Phenomenological Approach	3	
*Existing Courses in the Low Vision Rehabilitation Certificate program **Other electives will be considered by student request		

Students who elect the Low Vision Rehabilitation Certificate option instead of elective coursework will be required to complete OT677 during their final MSOT fieldwork due to sequencing of certificate courses.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DECISION ITEM UM-1:   University of Montevallo, Bachelor of Science in Computer Informatics (CIP 11.0104)

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: The proposed program is designed to provide students with the knowledge and skills needed to meet the labor demands in the computing job market in central Alabama and beyond. With strong input from the Birmingham Large Users Group (BLUG), which consists of chief information officers from large corporate, government, and educational organizations in the Birmingham market, the goal of the degree is to prepare students with the technical and interpersonal skills necessary for a successful career in organizations similar to those represented by the membership of the BLUG, as well as smaller business entities.

Role: The proposed program is within the instructional role recognized for the University of Montevallo (UM).

Mode of Delivery: Approximately 10 percent of the general education courses will be offered online.

Similar Programs: The University of Montevallo is the only public four-year institution in Alabama that does not offer a program in a computing field. This proposed program is unique in Alabama and will be the only degree under the Informatics CIP code.

Collaboration: According to the proposal, there are no plans to formally collaborate with other institutions at this time.

Resources: The proposal projected that a total of $738,000 in new funds will be required to support the proposed program. A total of $1,005,400 will be available through tuition.

Public Review: The program was posted on the Commission website from July 14 through August 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. There will be over 1,600 projected job openings in UM's service area over the next five years.

2. According to the proposal, there is sufficient student demand indicating interest in the proposed program.

3. UM is the only public four-year institution not offering a program in a computing field.

DECISION ITEM UM-1:   <u>University of Montevallo, Bachelor of Science in Computer informatics (CIP 11.0104)</u>

<u>Staff Presenter:</u>   Margaret Pearson
Academic Program Review Analyst

<u>Staff Recommendation:</u>   That the Commission approve the proposed Bachelor of Science in Computer Informatics.

<u>Implementation Date</u>: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by September 8, 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.

<u>Post-Implementation Conditions:</u>

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 2021-22 through 2022-23 (two-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 Montevallo (UM) 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.

<u>Supporting Documentation:</u>

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of Montevallo (UM) program proposal, dated May 19, 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 University of Montevallo (UM)

PROGRAM Bachelor of Science in Computer Informatics (CIP 11.0104)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	$6,200	$130,700	$132,100	$137,200	$138,300	$544,500
LIBRARY	$4000	$2,000	$2,000	$2,000	$2,000	$12,000
FACILITIES	$0	$0	$0	$0	$0	$0
EQUIPMENT	$101,200	$0	$0	$0	$0	$101,200
STAFF	$0	$0	$0	$0	$0	$0
OTHER	$15,500	$15,000	$15,800	$16,600	$17,400	$80,300
TOTAL	$126,900	$147,700	$149,900	$155,800	$157,700	$738,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	$30,600	$0	$0	$0	$0	$30,600
EXTRAMURAL	$0	$0	$0	$0	$0	$0
TUITION	$96,300	$150,000	$234,000	$256,500	$238,000	$974,800
TOTAL	$126,900	$150,000	$234,000	$256,500	$238,000	$1,005,400

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	8	12	18	19	17	15
NEW ENROLLMENT HEADCOUNT	8	6	8	10	11	9
						2 -YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	0	7	9	8

Attachment 2

Summary of Background Information

Bachelor of Science in Computer Informatics
University of Montevallo (UM)

Role: The proposed program is within the instructional role recognized for the University of Montevallo (UM).

Description/Objectives: The proposed program is designed to provide students with the knowledge and skills needed to meet the labor demands in the computing job market in central Alabama and beyond. With strong input from the Birmingham Large Users Group (BLUG), which consists of chief information officers from large corporate, government, and educational organizations in the Birmingham market, the goal of the degree is to prepare students with the technical and interpersonal skills necessary for a successful career in organizations similar to those represented by the membership of the BLUG, as well as smaller business entities.

Review and Assessment of the Computer Informatics program will show:

- Students will be able to design and build information systems that are effective and easy to use through algorithm analysis, software design and databases.

- Students will be able to design the systems architecture necessary to store and access repositories of information.

- Students will be fluent in at least one object-oriented programming language.

- Students will develop the skills needed to lead organizations through decision-making, utilizing large data sets.

- Students will understand the fundamentals of data assurance and cybersecurity.

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

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

Curriculum: The following new courses will be added:

INFM 171 (Social Informatics)	3
INFM 241 (Introduction to Informatics and Computing)	3
INFM 242 (Logical Foundations for Informatics)	3
INFM 345 (Computer Programming I)	3
INFM 346 (Computer Programing II)	3
INFM 347 (Human Computer Interaction)	3
INFM 348 (Information Representation)	3
INFM 349 (Informatics Project Management)	3
INFM 350 (Database and Applications Security)	3

INFM 450 (Data Analysis & Mining)	3
INFM 451 (Data Visualization)	3
INFM 455 (Information Infrastructure I)	3
INFM 456 (Information Infrastructure II)	3
INFM 460 (Special Topics in Informatics)	3
INFM 476 (Applied Research in Informatics)	3
INFM 409 (Internship in Informatics)	3
INFM 410 (Internship in Informatics II)	3

Program Completion Requirements:

Credit hours required in major: 39 semester hours (sh)
Credit hours in general education or core curriculum: 57 (sh)
Credit hours required in minor: n/a
Credit hours required in support courses: 6 (sh)
Credit hours required in free electives: 18
Credit hours required for completion: 120 (sh)

Collaboration: According to the proposal, there are no plans to formally collaborate with other institutions at this time.

Distance Education: Approximately 10 percent of the general education courses will be offered online.

Admissions: According to UM officials, there are no special admission requirements for the program.

Need: Currently, the four-year universities in Alabama are not graduating sufficient numbers of computer science/information technology students to meet the job demand in these fields within the state. Comparing the 2014-2015 Institutional Completions Summary Report from www.ache.alabama.gov, to the current/projected needs for computer information jobs from www2.labor.alabama.gov, there is an obvious gap in the supply and demand for individuals in computer information occupations. For example, in 2014-15 the four-year universities graduated 414 undergraduates in the computer and information sciences field; whereas in 2014-15, the demand for individuals with a bachelor's degree in the field was 900 jobs per year.

The University of Montevallo is the only public four-year institution in Alabama that does not offer a program in a computing field. This proposed program is unique in Alabama and will be the only degree under the Informatics CIP code. This program is a generalist degree in computer informatics, which differs from a traditional computer science degree, as the curriculum is designed to be conceptual and practical and focused on the human and humanistic dimensions of the design and use of information systems.

Student Demand: According to the proposal, a questionnaire was sent via email to the current student body at UM. Thirty-five students responded. The results of the survey are as follows:

Question	Results
Is this major of interest to you?	74% expressed interest or were very interested.
Do you believe this major would make the University of Montevallo more attractive to prospective students?	71% agreed or strongly agreed.
Is this a major that you would have seriously considered if it had been offered before now?	49% agreed or strongly agreed.
Do you think a major in Computer Informatics would enhance your employment opportunities when you graduate?	86% believed the new major would likely or very likely enhance employment opportunities upon graduation.
How likely would you be to declare a major in Computer Informatics?	46% were likely or very likely to declare a major in Computer Informatics.

Faculty:
Current Primary Faculty—
    Full-time: 3
    Part-time: 1
Support Faculty—
    Full-time: 0
    Part-time: 0

Additional Faculty to be hired:
    Primary Faculty—
    Full-time: 1
    Part-time: 0
Support Faculty—
    Full-time: 0
    Part-time: 0

Equipment: According to the proposal, at start-up an updated computer lab and supporting hardware in the data center will be needed for the program.

Facilities: No new facilities will be required.

Library: According to the proposal, the library at UM will need additional titles related to Computer Informatics to bring the collection up to date.

Program Budget: The proposal projected that a total of $738,000 in new funds will be required to support the proposed program. A total of $1,005,400 will be available through tuition.

Attachment 3

University of Montevallo
Bachelor of Science in Computer Informatics

2018-2019 Computer Informatics BS Degree Plan

Student name: _____ UMID: _____ Date: _____

Advisor name: _____ Concentration: None

UNIVERSITY of MONTEVALLO

The Purpose of General Education is to Gain:
- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

Key Courses For General Education (50 hours)

1. **Written Composition (6)**
   Choose ENG 101 or 103 — 3____
   Choose ENG 102 or 104 — 3____

2. **Humanities & Fine Arts (18)**
   Choose one: ENG 231/233 or 232/234† — 3____
   †Students must take at least one six hour sequence in Literature or History. Students are free to take both sequences.
   Choose COMS 101 or 102 — 3____
   Choose one Fine Arts: ART 100, 218, 219; MC 325; MUS 121/122, 125, 211, 255, 342; THEA 120/122. — 3____
   Choose: PHIL 180 — 3____
   Choose: PHIL 220 or 221 — 3____
   Choose one of the following (not used above): ART 100, 218, 219; ENG 231/233, 232/234; FRN 101, 102, 150, 201,202,250; SPN 101 or 103, 102 or 104, 150, 201, 202,250; GER 101, 102, 201, 202; MC 325, MUS 121 or 122, 125,211, 255, 342; PHIL 110 or 111, 230, 280, 290; THEA 120 or 122 — 3____

3. **Natural Sciences & Mathematics (11)**
   Choose one lab science from two different disciplines:
   BIO 100 or higher; CHEM 100 or higher; GEOL 110, 115; PHYS 100 or higher — 4____   4____
   Choose: MATH 147 — 3____

4. **History, Social & Behavioral Sciences (12)**
   Choose one: HIST 101/103 or 102/104* — 3____
   *Students must take at least one six hour sequence in Literature or History. Students are free to take both sequences.
   Choose one of the following not used above: EC231, 232; FCS 291, 402, GEOG 231; HIST 101 or 103; 102 or 104; POS 200, 250; SWK 203, 260, 322· — 3____
   Choose: SOC 101 — 3____
   Choose: PSYC 201 — 3____

5. **Personal Development (3)**
   Choose MIS 161 — 3____

Additional Requirements for Degree (7 hours)

Bachelor of Science Requirements (7)
Choose additional 7 hours in mathematics and/or science not used toward requirement #3 above.
_____ 3-4____
_____ 3-4____

GENERAL GRADUATION REQUIREMENTS

1. 50% of hrs in major area at UM
2. 30 hrs 300/400 at UM
3. 30 of last 40 hours at UM
4. 64 hr limit from 2-year school
5. 45 hr limit of non-traditional credit
6. 6-hr sequence in history or literature
7. Capstone experience within major
8. 2.0 or higher UM GPA and in all major and minor areas

Updated 7/24/2017

Total Undergraduate Hours Required: 120

Informatics Degree Requirements (39)

INFM 171 (Social Informatics) — 3____
INFM 241 (Introduction to Informatics and Computing) — 3____
INFM 242 (Logical Foundations for Informatics) — 3____
INFM 345 (Computer Programming I) — 3____
INFM 346 (Computer Programing II) — 3____
INFM 347 (Human Computer Interaction) — 3____
INFM 348 (Information Representation) — 3____
INFM 349 (Informatics Project Management) — 3____
INFM 350 (Database and Applications Security) — 3____
INFM 450 (Information Infrastructure I) — 3____
INFM 451 (Information Infrastructure II) — 3____
INFM 452 (Data Analysis & Mining) — 3____
INFM 453 (Data Visualization) — 3____

Support Courses (6)

PSYC 300 (Descriptive Statistics) — 3____
PSYC 430 (Experimental Psychology & Inferential Statistics) — 3____

General Electives (18)

_____
_____
_____
_____
_____
_____
_____
_____
_____

Minor Course Requirements (Optional)

Title: _____ Hrs. Req. _____
_____
_____
_____

Total Hours Required: — 120
Total Hours Completed to Date: — ____
Hours Remaining for Completion: — ____
Hours Currently Registered: — ____
Hours Remaining: — ____

For planning only. Refer to CAPP for official degree evaluation.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DECISION ITEM UNA-1:   University of North Alabama, Master of Arts 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: There is an escalated need for teachers in early childhood education; therefore, UNA desires to provide a master's degree opportunity for candidates desiring to focus studies in that teaching field. This proposal serves to re-establish a stand-alone M.A.Ed. degree under CIP 13.1210 for candidates seeking Class A professional educator certification exclusively in the area of early childhood education (ECE).

Role: The proposed program is within the instructional role recognized for the University of North Alabama (UNA).

Mode of Delivery: A portion of the coursework for alternative pathway candidates, including the required support courses and teaching field coursework will be delivered through face-to-face instruction, in-depth field experiences, and a semester-long internship, to best meet the needs of candidates seeking initial teaching certification in early childhood.

Similar Programs: The following institutions offer similar programs at this level: Alabama A&M University; Alabama State University; Jacksonville State University; University of Alabama; University of Alabama at Birmingham; University of South Alabama; and University of West Alabama.

Collaboration: While collaboration on program delivery has not yet been explored due to logistical considerations, 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 $116,625 will be available through tuition.

Public Review: The program was posted on the Commission website from July 14 through August 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

- Historically, UNA was authorized to offer a stand-alone degree in ECE, but based on trends and needs at the time, opted to delete CIP 13.1204 (Pre-Elementary/Early Childhood/Kindergarten Teacher Ed, BSEd, MSEd) from the UNA inventory on June 25, 2004. Until 2004 when UNA shifted its focus to the ALSDE expanded K-6 Elementary Education certification option, UNA was authorized to provide the M.A.Ed. in Early Childhood Education. Increased federal and state funding in early childhood education has escalated the need for teachers in this teaching field; therefore, UNA seeks to provide a master's degree opportunity for candidates desiring to focus studies in that teaching field. This proposal serves to re-establish a stand-alone M.A.Ed. degree under CIP 13.1210 for candidates seeking Class A professional educator certification exclusively in the area of ECE.

- 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 (NAEYC) 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 only NAEYC accredited child development center within a 50 mile radius of the Shoals area. The Child Development Center 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.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DECISION ITEM UNA-1: <u>University of North Alabama, Master of Arts in Education in Early Childhood Education (CIP 13.1210)</u>

<u>Staff Presenter</u>: Dr. Lenny Lock
Director of Instruction and Special Projects

<u>Staff Recommendation</u>: That the Commission approve the proposed Master of Arts in Education in Early Childhood Education with the post-implementation conditions listed below:

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

<u>Implementation Date</u>: The proposed program will be implemented in January 2018. Based on Commission policy, the proposed program must be implemented by September 8, 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.

<u>Post-Implementation Conditions</u>:

1. That the annual average new enrollment headcount for the first five years, beginning 2018-19, will be at least 5, 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 4, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment 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 February 1, 2023.

<u>Supporting Documentation</u>: 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 Approval Documentation (Class A and Class A Alternative), attached

5. University of North Alabama proposal, dated May 19, 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   Master of Arts in Education in Early Childhood Education (CIP 13.1210)

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
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	$13,062	$16,794	$23,325	$29,856	$33,588	$116,625
TOTAL	$13,062	$16,794	$23,325	$29,856	$33,588	$116,625

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS					
	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	8	11	14	16	11
NEW ENROLLMENT HEADCOUNT	5	5	5	5	5	5
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	3	4	5	5	4

Attachment 2

Summary of Background Information

Master of Arts 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 M.A.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 doctoral programs in early childhood education to enhance their knowledge and ability to apply research to their teaching field.

UNA established student learning outcomes around the framework, expectations and standards of NAEYC accreditation:

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote comprehensive developmental and learning outcomes for young children.

STANDARD 6. GROWING AS A PROFESSIONAL
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth–age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Assessment: Student learning outcomes will be assessed by multiple measures through key assessments throughout the program. Those measures include: work samples, research projects, grade point average, and performance-based assessments including a comprehensive assessment. The department will work closely with the campus alumni office to monitor accomplishments of graduates related to obtaining relevant employment or admission to doctoral programs.

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 Alabama Council of Graduate Deans (ACGD). Two votes were received, with both responses recommending that the program be approved.

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: Program requirements are as follows:.

Program Completion Requirements – Traditional Pathway:
Credit hours in major courses: 21
Credit hours in minor courses: 0
Credit hours in institutional general education/ core curriculum: 12
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: 33

Program Completion Requirements – Nontraditional Pathway:
Credit hours in major courses: 21
Credit hours in minor courses: 0
Credit hours in institutional general education/ core curriculum: 12
Credit hours in supporting courses: 13
Credit hours in required or free electives: 0
Credit hours for thesis: 0
Total credit hours required for completion: 46

Both pathways include satisfactory completion of a comprehensive assessment, as well as all ALSDE requirements for certification purposes. All program completers must have a graduating overall GPA of 3.25 for graduation and for recommendation for Alabama Class A Professional Educator certification.

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 21 hours of major coursework required of the traditional pathway program to an M.A.Ed. will be available 100 percent online, 100 percent face-to-face, or a combination thereof. The 21 hours of major coursework required of the alternative certification pathway program to an M.A.Ed. will be delivered through face-to-face instruction, in-depth field experiences, and a semester-long internship in an early childhood education environment to accommodate candidates who are being prepared in initial certification of early childhood education. The common core required in both pathways is available online.

Admissions: Graduation from an accredited institution with a bachelor's degree with a minimum of 2.75 overall grade point average or graduation from an accredited institution with a master's degree or higher with a minimum of a 3.0 grade point average is required for unconditional admission to a program leading to a recommendation for Alabama Professional Educator certification. All program completers must have a graduating overall GPA of 3.25 for graduation and for recommendation for Alabama Class A Professional Educator certification.

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 M.A.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 doctoral programs in early childhood education to enhance their knowledge and ability to apply research to their teaching field.

<u>Career and College Readiness/Preparation -- Projected Job Openings</u>

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	6	6	6	6	6	30
State	100	100	100	100	100	500
SREB	6,120	6,120	6,120	6,120	6,120	30,600
Nation	15,869	15,869	15,869	15,869	15,869	79,345

According to the U.S. Bureau of Labor Statistics, employment opportunities in early childhood education are growing by 7 percent annually. Candidates with a M.A.Ed. in Early Childhood Education that leads to recommendation for the 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 doctoral 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 undergraduate Teacher Preparation Program at UNA were consulted about the potential of focusing their teaching field in early childhood education at the graduate level (currently leading to ALSDE professional educator certification in P-3). Of those candidates surveyed, 15 expressed interest in exploring early childhood education at the graduate level.

Resources:
Current Primary Faculty—
    Full-time: 4
    Part-time: 0
Support Faculty—
    Full-time: 4
    Part-time: 0

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

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

UNA currently employs four full-time faculty who provide primary instruction for the undergraduate early childhood program and would provide the primary instruction for the proposed graduate program. In addition, UNA employs four additional faculty who provide key support and instruction in areas of specialization (i.e. science, instructional technology, social studies, special education, etc.).

Support Faculty: No further staff support is anticipated.

Assistantships: No assistantships or fellowships are planned at this time.

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 Master'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 $116,625 will be available through tuition.

Attachment 3

University of North Alabama
Master of Arts in Education in Early Childhood Education
Curriculum

Course Number and Title	Number of Credit Hours	* If New Course
CORE CURRICULUM (BOTH PATHWAYS)	12	
EED 601 Methods of Action Research	3	
EED 605 Instructional Technology Early Childhood & Elementary Education	3	
EED 625 Advanced Assessment of Early Childhood & Elementary Education Learners	3	
ALSDE-Approved Diversity Course	3	
MAJOR COURSES (BOTH PATHWAYS) Select 21 Advisor-Approved Hours from:	21	
ECE 508 Math for Early Childhood**	3	*
ECE 550 Inquiry and Investigation**	3	*
ECE 570 Infants and Toddlers**	3	*
ECE 603 Behavior of the Young Child	3	
ECE 604 Family Involvement in the Education of Young Children	3	
ECE 609 Early Childhood Programs**	3	
ECE 610 Reading and Language Arts**	3	
EED 505 Evaluation & Remediation Reading Problems**	3	*
EED 602 Applied Action Research	3	
EED 610 The Master Teacher	3	
EED 611 Issues in Early Childhood & Elementary Education	3	
EED 612 Advanced Studies in Social Studies	3	
EED 613 Advanced Studies in Language Arts	3	
EED 615 Advanced Studies and Research in Developmental Reading	3	
REQUIRED SUPPLEMENTAL COURSES (ALT. PATHWAY ONLY)	13	
ECE 500 Seminar for Early Childhood Education	1	*
ECE 673 Methods Materials for Early Childhood Education	3	
ECE 572 Early Childhood Internship	9	*

Attachment 4

University of North Alabama
Master of Arts in Education in Early Childhood Education
Alabama State Board of Education Approval Documentation
Class A Alternative and Class A

ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

SBE APPROVED TEP

Program: Early Childhood Education

Total Hours: 49

ALTERNATIVE CLASS A EDUCATION PROGRAM CHECKLIST

Institution: University of North Alabama

Date Approved: 03/99/2017
Date Expires: 05/31/2021
Revisions: _____

Professional Studies Categories Include:
(If a required course is listed for more than one category, credit should be indicated only for the first entry.)

Teaching Field Specific Methods Course(s):

(FE) ECE 673 Methods Materials ECE	3

Learner Development, Learner Differences, and Learning Environments:

ECE 609 Early Childhood Programs	3
(FE) HES 570 Infants and Toddlers	3

Professional Learning and Ethical Practice:

(FE) ECE 570 Clinical Residency	3

Leadership and Collaboration:

(FE) EED 601 Methods of Action Research	3

Survey of Special Education Course:
(If course was completed prior to unconditional admission to Alt-A program, another approved diversity course is required.) (3)

EEX 605, Survey of Stds w/Disabilities _____

OR

Approved Diversity Course: _____

Teaching Field: At least 1/3 of the program shall be in teaching field courses. Candidates will not receive credit for a 500-level course if they have received credit for a comparable senior-level undergraduate course.

(FE) ECE 506 Math for Early Childhood	3
(FE) ECE 550 Inquiry and Investigation	3
(FE) ECE 610 Reading and Language Arts	6
(FE) EED 505 Eval & Remediation Reading Prob	3
6 additional hours of advisor-approved coursework appropriate for ECE	6

Internship:

ECE 572 Early Childhood Internship	4.5
ECE 572 Early Childhood Internship	4.5

Additional Courses:

ECE 500 Seminar for Early Childhood Ed	1

NOTE: The listing of EVERY course except the internship that requires a field experience should be preceded by (FE).

NOTE: Overall GPA for admission to the program is 2.75 or higher; Overall GPA for program completion and recommendation for certification is 3.25 or higher.

Dean of Education: Donna Lefort

Date: 10-1-16

Revised 2/29/2016 for 2015 Code

UNA 2016.10.01

ALABAMA STATE DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

SBE
APPROVED
TEP

Program: __Early Childhood Education__
Total Hours __33__

CLASS A PROGRAM CHECKLIST
FOR TEACHING FIELD
(Not Alternative Class A)

Institution: __University of North Alabama__

Date Approved: 03/09/2017
Date Expires: 05/31/2021
Revisions: _____

Teaching Field: At least 1/3 of the program shall be teaching field courses. Select 12 hours of advisor-approved coursework related to early childhood education. Candidates will not receive credit for a 500-level course if they have received credit for a comparable senior-level undergraduate course.

(12)

Additional Courses:

EED 601 Methods of Action Research	3
EED 602 Applied Action Research	3
EED 605 Instructional Tech ECE and EED	3
EED 610 The Master Teacher	3
EED 611 Issues in ECE and EED	3
EED 625 Adv Assmt ECE EED Learners	3

Internship: (if required):
N/A

Practicum: (if required)
N/A

NOTE: Overall GPA for program completion and recommendation for certification is 3.25 or higher.

Survey of Special Education Course: (If completed for prior level certification, another approved diversity course is required.)

(3)

EEX 605 Survey Students w/Disabilities _____

OR

Approved Diversity Course:

_____

Dean of Education:
Donna Lefort

Date: 9-22-16

Revised 2/29/2016 for 2015 Code

UNA.2016.09.22

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DECISION ITEM UWA-1:   University of West Alabama, Bachelor of Science in General
                           Science   (CIP 30.0101)

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: According to school officials, there is a clear need for STEM-certified teachers in the West Alabama region. The primary objective of the proposed program is to attract highly qualified students who wish to pursue teacher certification in General Science. The program will typically be paired with professional courses in teacher certification, but would also be open to students wishing to pursue a major in General Science in combination with another major. The goal is to significantly increase the number of students achieving teacher certification in general science and meet the growing need in the institution's service area.

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

Mode of Delivery: According to the proposal, distance education will provide for approximately 5 percent of the total program's courses.

Similar Programs: The following schools have similar baccalaureate programs located at CIP 30.0101: University of Alabama at Birmingham (BS in Natural Science); Troy University (BS/BA in Comprehensive General Sciences); and the University of West Alabama (BS/BA in Environmental Science).

Collaboration: UWA will cooperate with area community colleges to recruit students into the proposed program with the goal of increasing the number of students graduated. According to the proposal, UWA is particularly interested in attracting future science teachers into the program that may have initiated their studies at area two-year institutions.

Resources: The proposal projected that no ($0) new funds will be required to support the proposed program over the first five years. A total of $655,740 will be available through tuition.

Public Review: The program was posted on the Commission website from July 14 through August 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. No new funds are needed since the program will use existing coursework from the teacher certification general science option at UWA. The option is being elevated to program status.

2. According to UWA officials, the proposed program will meet a critical need for the institution's service area in providing a pipeline of qualified science teachers.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DECISION ITEM UWA-1:	<u>University of West Alabama, Bachelor of Science in General Science (CIP 30.0101)</u>
<u>Staff Presenter</u>:	Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation</u>:	That the Commission approve the proposed Bachelor of Science in General Science.

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

<u>Implementation Date</u>: The proposed program will be implemented in January 2018. Based on Commission policy, the proposed program must be implemented by September 8, 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.

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

<u>Post-Implementation Conditions</u>:

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 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 West Alabama (UWA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 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 West Alabama proposal, dated June 8, 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
<div align="center">University of West Alabama</div>

PROGRAM
<div align="center">Bachelor of Science in General Science (CIP 30.0101)</div>

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
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	$43,716	$102,004	$160,292	$174,864	$174,864	$655,740
TOTAL	$43,716	$102,004	$160,292	$174,864	$174,864	$655,740

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	6	14	22	24	24	18
NEW ENROLLMENT HEADCOUNT	6	8	10	10	10	9
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	8	10	10	8

Attachment 2

Summary of Background Information

Bachelor of Science in General Science
University of West Alabama

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

Objectives: According to school officials, there is a clear need for STEM-certified teachers in the West Alabama region. The primary objective of the proposed program is to attract highly qualified students who wish to pursue teacher certification in General Science. Toward that goal, this major will typically be paired with professional courses in teacher certification, but would also be open to students wishing to pursue a major in General Science in combination with another major. The goal is to significantly increase the number of students achieving teacher certification in general science and meet the growing need in the institution's service area.

Student Learning Outcomes for the proposed program are as follows:

1. Students will demonstrate the ability to synthesize theoretical knowledge across a broad range of the sciences and apply this knowledge.

2. Students will demonstrate the ability to apply scientific principles to problem-solving across a spectrum of scientific disciplines.

3. Students will demonstrate the ability to think critically and evaluate ideas in a variety of scientific disciplines.

4. Students will demonstrate the ability to effectively communicate scientific knowledge.

5. Students will demonstrate an understanding of the role of science in modern society

Administration: The program will be administered by Dr. John McCall, College of Natural Sciences and Mathematics, Dean; and Dr. Jeffery Merida, Department of Biological and Environmental Sciences, 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: There is no recognized or specialized accrediting body for this degree program.

Curriculum:
Program Completion Requirements:

Credit hours required in major courses	43-44
Credit hours required in minor	35 (certification)
Credit hours in institutional general education or core curriculum	58
Credit hours required in support courses	21-23 (non-cert)
Credit hours in required or free electives	0
Total credit hours required for completion	122-125 (non-cert) or 136 (for certification)

Collaboration: UWA will cooperate with area community colleges to recruit students into the proposed program with the goal of increasing the number of students graduated. According to the proposal, UWA is particularly interested in attracting future science teachers into the program that may have initiated their studies at area two-year institutions

Distance Education: According to the proposal, distance education will provide for approximately 5 percent of the total program's courses.

Admissions: Students applying to the teacher certification program must complete an application to the Educator Preparation Program (EdPP). They must also complete the following:

- Three faculty interviews must be completed and on file in the Dean's Office.
- A cleared background check through the ABI, FBI. Fingerprints are done by Cogent Systems.
- Earned a passing score on the Praxis I Core Academic Skills (Reading, Writing, Mathematics) Completed and passed all required basic curriculum courses.

Additionally, students must have an overall GPA of 2.50 or above with no grade below a "C" (all classes counted together).

Need: The proposed program is designed primarily for students wishing to become certified to teach General Science at the secondary level. The Alabama State Department of Education (ALSDE) requirements stipulate that the academic major appearing on the official transcript must be open to persons not pursuing certification. Pursuant to this requirement, the University of West Alabama proposes the development of a General Science program, which would typically be paired with professional courses to qualify the recipient for teacher certification in General Science. The major would be open to non-certification students when paired with another minor, with the stipulation that the student complete 1/3 of their hours at the upper level.

According to UWA officials, in August of 2016, the U.S. Department of Education published a list of Teacher Shortage Areas for the years ranging from 1990-1991 through 2016-2017. This document identifies the nation's teacher shortage areas by state, and is used to support deferment of student loan repayment for teachers in those areas. In Alabama, Science (Grades 6-12) has been listed as a teacher shortage area for every period dating back to 2004. It should be noted that in Mississippi (an area where many UWA students seek employment) science is also listed as a teacher shortage area.

Student Demand: UWA conducted an online survey where students were asked to rank, based on their experience, the need for qualified science teachers in the West Alabama region. Of twenty-seven total respondents, twenty-three (85.1 percent) indicated that they believed the need to be "high" or "very high". Students were also asked how they would compare the proposed new program to the existing program for General Science certification with regard to attractiveness. Twenty-six of twenty-seven respondents (96.3 percent) indicated that they found the new program to be more attractive or much more attractive than the existing program. When asked whether they agreed that the proposed program served a need for UWA and its service area, 25 of 27 respondents (92.6 percent) indicated agreement or strong agreement.

Finally, when asked whether they would have considered the proposed program as a major had it been available when they entered college, 30.8 percent of the respondents responded "yes" while 34.6 percent indicated responded "Maybe".

Faculty:

Current Primary Faculty—
Full-time: 16
Part-time: 0
Support Faculty—
Full-time: 2
Part-time: 0
Additional Faculty to be hired:
Primary Faculty—
Full-time: 0
Part-time: 0
Support Faculty—
Full-time: 0
Part-time: 0

Support Faculty: No further staff support is anticipated.

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

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

Library: The Resources and Technical Services Division of the American Library Association (ALA) has drafted descriptive codes, or guidelines, for use in identifying existing collection strength and current collection intensity for colleges and universities. These guidelines were applied to the UWA collection in General Science. According to these guidelines, a library that is ranked at Level 3 in a particular field can support graduate instruction and sustained independent study. An analysis of The University of West Alabama's collection in General Science clearly indicates that it reaches Level 3 in collection strength and intensity for an undergraduate major in the field.

Program Budget: The proposal projected that no ($0) new funds will be required to support the proposed program over the first five years. A total of $655,740 will be available through tuition.

Attachment 3

University of West Alabama
Bachelor of Science in General Science

Course Number and Title	Number of Credit Hours
General Sciences Basic Curriculum	
I. Written Composition: 6 hours	
A. Six semester hours from the following sequences:	
EH 101 - Written English I	3
EH 102 - Written English II	3
OR	
EH 103 - Honors English I	3
EH 104 - Honors English II	3
II. Humanities and Fine Arts: 12 hours	
A. Six semester hours from the following sequences:	
EH 221 - British Literature I	3
EH 222 - British Literature II	3
OR	
EH 231 - American Literature I	3
EH 232 - American Literature II	3
OR	
EH 213 - Honors Literature I	3
EH 214 - Honors Literature II	3
B. Three semester hours from the following:	
SH 100 - Principles of Public Speaking	3
SH 150 - Professional Speaking	3
C. Three semester hours from the following:	
AT 100 - Introduction to Art	3
MU 100 - Introduction to Music	3
TH 100 - Introduction to Theatre	3
OR	

HR 100 - Honors Forum	1	
HR 200 - Honors Special Topics: Interdisciplinary	2	
III. Natural Sciences and Mathematics: 11 hours		
BY 104 - Principles of Biology	4	
CH 111 - General Chemistry I	4	
MH 114 - Precalculus Trigonometry or higher	3	
IV. History, Social, and Behavioral Sciences: 12 hours		
A. Six semester hours from the following sequences:		
HY 101 - History of Western Civilization I	3	
HY 102 - History of Western Civilization II	3	
OR		
HY 103 - Honors Western Civilization	3	
HY 104 - Honors Western Civilization II	3	
OR		
HY 211 - American History I	3	
HY 212 - American History II	3	
B. Six semester hours from Social and/or Behavioral Sciences:		
PY 100 - General Psychology	3	
AN 100 - Introduction to Anthropology	3	
SY 100 - Principles of Sociology	3	
SY 110 - Social Problems	3	

V. Freshman Seminar – UWA 101	2
VI. Other Core Requirements: 12 hours Hours beyond BY 212 (4), BY 222 (4), and CH 112 (4)	
General Science Major Requirements: 43-44 hours	
ES 100. Introduction to Geology	4
EN 100. Introduction to Environmental Science	4
BY 231. Human Anatomy & Physiology I	4
BY 232. Human Anatomy & Physiology II	4
PH 201. College Physics I	4
PH 202. College Physics II	4
CH 321. Analytical Chemistry	4
BY 340. Microbiology	4
BY 380. Genetics	4
BY 490. Evolution	4
Approved elective in BY/CH/GE/EN at 300-400 level	3-4
Minor Requirements: 22-24 hours	
Total number of hours for degree	**120-123**

DECISION ITEM UWA-2: University of West Alabama, Bachelor of Business
Administration in Quantitative Finance and Econometrics
(CIP 45.0603)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of this program is to give students that study economics and finance more options for graduate schools and the workforce. The curriculum will be more quantitative than the curriculum of typical economics and finance majors. Additionally, students will have coursework in statistics and computer programming. Competency in statistics and programming is highly desired for competitive graduate programs and jobs in the economics and finance fields.

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

Mode of Delivery: According to the proposal, research shows that majors that are quantitative in nature have extremely low demand and success rates if offered online; therefore, the major courses will not be offered online. However, some general education courses will be available.

Similar Programs: There are no other programs in the Academic Program Inventory located at CIP code 45.0603.

Collaboration: According to UWA officials, there are no immediate plans for collaboration with other institutions at this time.

Resources: The proposal projected that $345,000 in new funds will be required to support the proposed program over the first five years. A total of $780,645 will be available through tuition.

Public Review: The program was posted on the Commission website from July 14 through August 4 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to UWA, the Projection Central State Occupational Projections Survey indicate Alabama is projected to have 970 job openings in the next 5 years in areas such as Actuaries, Brokerage Clerks, Budget Analysts, Cost Estimators, Credit Analysts, Credit Authorizers, and Economists.

2. The proposed program will give students more rigorous training in economics and finance, as these areas are high in demand for graduate programs and the workforce for both fields.

DECISION ITEM UWA-2: University of West Alabama, Bachelor of Business
Administration in Quantitative Finance and Econometrics
(CIP 45.0603)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of
Business Administration in Quantitative Finance and
Econometrics.

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

Implementation Date: The proposed program will be
implemented in January 2018. Based on Commission
policy, the proposed program must be implemented by
September 8, 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.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount
   for the first five years will be at least 11, based on the
   proposal.

2. That the annual average number of graduates for the
   period 2019-20 through 2022-23 (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 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 West Alabama (UWA) will be required
to phase out the program if any of the post-
implementation conditions are not met. The institution
must present documentation regarding the post-
implementation conditions, as well as a general
assessment of the program, in a report submitted to the
Commission no later than February 1, 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 West Alabama proposal, dated June 8, 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   University of West Alabama

PROGRAM   BBA in Quantitative Finance and Econometrics (CIP 45.0603)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	$0	$85,000	$85,000	$85,000	$85,000	$340,000
LIBRARY	$0	$0	$0	$0	$0	$0
FACILITIES	$0	$0	$0	$0	$0	$0
EQUIPMENT	$0	$2,500	$0	$2,500	$0	$5,000
STAFF	$0	$0	$0	$0	$0	$0
OTHER	$0	$0	$0	$0	$0	$0
TOTAL	$0	$87,500	$85,000	$87,500	$85,000	$345,000

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	$76,140	$170,930	$174,348	$177,835	$181,392	$780,645
TOTAL	$76,140	$170,930	$174,348	$177,835	$181,392	$780,645

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	10	20	23	26	28	21
NEW ENROLLMENT HEADCOUNT	10	10	10	12	12	11
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	7	9	10	10	9

Attachment 2

Summary of Background Information

Bachelor of Business Administration in Quantitative Finance & Econometrics
University of West Alabama

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

Objectives: The purpose of this program is to give students that study economics and finance more options for graduate schools and the workforce. The curriculum will be more quantitative than the curriculum of typical economics and finance majors. Additionally, students will have coursework in statistics and computer programming. Competency in statistics and programming is highly desired for competitive graduate programs and jobs in the economics and finance fields.

Student Learning Outcomes for the proposed program are as follows:

1) Students will understand microeconomic and macroeconomic theories and be able to use data to test these theories using econometrics.

2) Students will have in-depth understanding of moving average and autoregressive models and be able to make forecasts using time series methods.

3) Students will master the mathematical tools required for graduate studies in quantitative finance and economics fields, including multivariable calculus, differential equations, optimization theory, and stochastic processes.

4) Students will master the computational tools required to be successful in the workforce, including but not limited to: Excel, Visual Basic, C++, EViews, R, and the financial calculator.

5) Students will be able to price, risk-assess, and knowledgeably select stocks, bonds, options, and futures, and understand the markets in which these assets are traded.

6) Students will be ready to advise a company on issues such as Weighted Average Cost of Capital (WACC), capital budgeting, stock valuation, and investment forecasts based on current economic conditions.

7) Students will demonstrate the ability to solve advanced time value of money problems

Administration: The program will be administered by Dr. D. Wayne Bedford, College of Business and Technology, Dean; and Dr. Mitzi Green, Department of Accounting, Finance, and Economics, 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: There is no recognized or specialized accrediting body for this degree program.

Curriculum:
Program Completion Requirements:
Credit hours required in major courses   40-41
Credit hours required in minor   0
Credit hours in institutional general education or core curriculum   48
Credit hours required in support courses   34
Credit hours in required or free electives   2
     Total credit hours required for completion   124-125.

Collaboration: There are no immediate plans for collaboration with other institutions at this time.

Distance Education: According to the proposal, research shows that majors that are quantitative in nature have extremely low demand and success rates if offered online; therefore, the major courses will not be offered online. However, some general education courses will be available.

Admissions: It is not required, but it is highly advised that a student should have a 600 on the SAT Math or 26 on the ACT Math to declare this major.

Need: According to UWA officials, the State of Alabama has a shortage of quantitatively rigorous economics and finance majors offered. The proposed program will help satisfy this need while giving students more career options. According to the Projection Central's State Occupational Projections Survey, Alabama is projected to have 970 job openings in the next 5 years in careers such as: Actuaries, Brokerage Clerks, Budget Analysts, Cost Estimators, Credit Analysts, Credit Authorizers, Checkers and Clerks, Credit Counselors, Economists, Financial Analysts, and Financial Clerks just to name a few.

Student Demand: Based on the proposal, a survey was distributed to 42 College of Business and Technology students during the Spring 2017 semester. The results of the survey indicated that students strongly believe a Quantitative Finance and Econometrics program should be implemented at UWA.

Faculty:
Current Primary Faculty—
 Full-time: 3
 Part-time: 1
 Support Faculty—
 Full-time: 0
 Part-time: 0

 Additional Faculty to be hired:
 Primary Faculty—
 Full-time: 1
 Part-time: 0
 Support Faculty—
 Full-time: 1
 Part-time: 0

 Support Faculty: No further staff support is anticipated.

 Equipment: Statistical software packages will be needed for faculty teaching in the proposed program.

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

 Library: UWA's library is sufficient with Accounting and Finance, Computer Information Systems, and Marketing literature, as well as the complete Mergent online database that is fully available to all students and faculty members.

Program Budget: The proposal projected that $345,000 in new funds will be required to support the proposed program over the first five years. A total of $780,645 will be available through tuition over that period.

Attachment 3

University of West Alabama
Bachelor of Business Administration in Quantitative Finance and Econometrics

FRESHMAN YEAR (15 + 16 = 31 semester hours)

UWA 101	Freshman Seminar (2 hours)	CS 205	Microcomputer Applications
EH 101	Written English I	EH 102	Written English II
Fine Arts	(Music, Art, Theater)	EC 201	Principles of Microeconomics
MH 121	Calculus I (4 hours)	SH 100	Principles of Public Speaking
HY 101 or HY 211	Western Civilization I / American History I	MH 122	Calculus II (4 hours)
	15 hours		16 hours

SOPHOMORE YEAR (16 + 16 = 32 hours)

EH 221 or EH 231	British Literature I / American Literature I	EH 222 or EH 232	British Literature II / American Literature II
Science with lab (4 hours)		MG 300	Management
EC 202	Principles of Macroeconomics	FI 300	Finance
AC 211	Accounting I	AC 212	Accounting II
BQ 271	Business Statistics	Science with lab (4 hours)	
	16 hours		16 hours

JUNIOR YEAR (16 + 16 = 32 hours)

EC 400	Mathematical Economics and Differential Equations	EC 401	Intermediate Microeconomics and Econometric Theory
MK 300	Marketing	FI 320	Interest Theory and Fixed Income Analysis
FI 380	Computerized Financial Modeling with VBA	PY 100 or SY 100	Psychology / Sociology
FI 340	Investments	FI 481	Advanced Derivatives with PDE and C++
FI 480	Financial Derivatives	MG 390	Operations Management
BA 401	Professional Development Seminar I (1 hours)	BA 402	Professional Development Seminar II (1 hour)
	16 hours		16 hours

SENIOR YEAR (14 + 15 = 29 hours)

EC 402	Intermediate Macroeconomics and Applied Econometrics	EC 410	Economic Forecasting and Analysis
FI 450	International Financial Statement Analysis	BQ 371	Business Analytics
BA 420	Business Communications	FI 401	Ethics for Financial Professionals (1 hour)
BA 263	Business Law and Legal Environment	BA 404	Professional Development Seminar IV (1 hour)
BA 403	Professional Development Seminar III (1 hour)	EC 492	Senior Econometrics Project II (1 hour)
EC 491	Senior Econometrics Project I (1 hour)	MG 490	Strategic Management
		FI 310	Managerial Finance
	14 hours		15 hours

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

DECISION ITEM H: Extensions/Alterations to Existing Programs of Instruction

Staff Presenters: Lenny Lock, Director of Instruction and
                                    Margaret Pearson, Program Review Analyst

Staff Recommendation: That the Commission approve the proposed items listed in
                                    Attachment 1 as reasonable extensions/alterations of existing
                                    programs.

Background: The Code of Alabama, 1975, Section 16-5-8 (c) states,

                                    "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 any 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. No state funds shall be
                                    expended by any public institution on any new unit or
                                    program of instruction which has not been approved by the
                                    commission…. The term "new unit of instruction,".… does
                                    not include reasonable extensions or alterations of existing
                                    curricula, or programs which have a direct relationship to
                                    existing programs. The commission may, under its
                                    rulemaking power, define the character of the reasonable
                                    extensions and alterations."

                                    As directed in the Code of Alabama Section cited above, the
                                    Alabama Commission on Higher Education has defined what is
                                    considered as "reasonable." See Alabama Administrative Code
                                    (Commission on Higher Education), r. 300-2-1-.06".

                                    The staff has reviewed the items listed in Attachment 1 and has
                                    determined that they are reasonable extensions/alterations of
                                    existing programs.

                                    Consistent with Commission policy and operational definitions,
                                    the specialization/ option/ track/ concentration will not be
                                    identified separately in the Commission's Academic Program
                                    Inventory, and the institution may not identify it as a degree
                                    program.

   Supporting Documentation: 1. Attachment 1: Proposed Extensions and Alterations to
                                        Existing Programs.

                                    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. "Guidelines for Approval of Certificate Programs in
                                        Existing Associate Applied Science (AAS) and
                                        Associate in Applied Technology (AAT)
                                        Programs." Available upon request.

                                    4. Written unpublished documentation provided by
                                        the institution. Available upon request.

Attachment 1

Proposed Extensions and Alterations to Existing Programs of Instruction
September 8, 2017

(1) Alabama A&M University, Addition of a Specialization in Ambient Energy Systems to the Existing MS in Physics (CIP 40.0801)

Alabama A&M University (AAM) has the MS in Physics at CIP 40.0801 in the Commission's Academic Program Inventory. AAM has proposed the addition of a specialization in Ambient Energy Systems to the existing program. The program with the specialization will require a total of 30 semester hours. There are both Thesis and Non-Thesis program choices available to the candidate. The specialization portion with the Thesis choice entails 15 semester hours. The Thesis is an additional six (6) semester hours. The specialization portion with the Non-Thesis choice entails 21 semester hours. In both instances the program core is an identical 9 semester hours of courses (i.e., three courses of three credits each). **Budgetary Impact: None**. [Item prepared by L. Lock]

(2) Alabama A&M University, Addition of a Specialization in Ambient Energy Systems to the Existing PhD in Applied Physics (CIP 40.0899)

Alabama A&M University (AAM) has the PhD in Applied Physics at CIP 40.0899 in the Commission's Academic Program Inventory. AAM has proposed the addition of a specialization in Ambient Energy Systems to the existing program. The program with the specialization will require a total of 60 semester hours. The specialization entails 14 semester hours. The dissertation is 12 semester hours. **Budgetary Impact: None**.   [Item prepared by L. Lock]

(3) Alabama A&M University, Addition of a Concentration in Criminal Justice to the Existing BS in Criminal Justice (CIP 43.0103)

Alabama A&M University (AAM) currently has the Bachelor of Science (BS) in Criminal Justice at CIP 43.0103 in the Commission's Academic Program Inventory. AAM has proposed the addition of a concentration in Criminal Justice to the existing program. The program with the proposed concentration will require a total of 126 semester hours. The proposed concentration will consist of 21 semester hours. **Budgetary Impact: None**. [Item prepared by M. Pearson]

(4) Alabama A&M University, Addition of a Concentration in Political Science to the Existing BA in Political Science (CIP 45.1001)

Alabama A&M University (AAM) currently has the Bachelor of Arts (BA) in Political Science at CIP 45.1001 in the Commission's Academic Program Inventory. AAM has proposed the addition of a concentration in Political Science to the existing program. The program with the proposed concentration will require a total of 123 semester hours. The proposed concentration will consist of 21 semester hours. **Budgetary Impact: None**. [Item prepared by M. Pearson]

(5) Alabama A&M University, Addition of a Concentration in Sociology to the Existing BA in Sociology (CIP 45.1101)

Alabama A&M University (AAM) currently has the Bachelor of Arts (BA) in Sociology at CIP 45.1101 in the Commission's Academic Program Inventory. AAM has proposed the addition of a concentration in Sociology to the existing program. The program with the proposed concentration will require a total of 123 semester hours. The proposed concentration will consist of 21 semester hours. **Budgetary Impact: None**. [Item prepared by M. Pearson]

(6)   Athens State University, Addition of an Option in Health Care Administration to the Existing BS in Health Science (CIP 51.9999)

Athens State University (ATSU) currently has the Bachelor of Science (BS) in Health Science at CIP 51.9999 in the Commission's Academic Program Inventory. ATSU has proposed the addition of an option in Health Care Administration to the existing program. The program with the proposed option will require a total of 124 semester hours. The option portion entails 15 semester hours. **Budgetary Impact: None**. [Item prepared by L. Lock]

(7)   Auburn University, Alteration of the PhD in Fisheries (CIP 01.0303)

Auburn University (AU) currently has the Doctor of Philosophy (PhD) in Fisheries at CIP 01.0303 in the Commission's Academic Program Inventory. AU has proposed an alteration of the program title from Fisheries to Fisheries, Aquaculture, and Aquatic Sciences. The proposed change will bring the program name into alignment with current standards and constituencies, as well as better reflecting the nature of the program. The content and character of the affected program will not be altered. The change is in title only. **Budgetary Impact: None**. [Item prepared by L. Lock]

(8)   Auburn University, Alteration of the PhD in Agronomy and Soils (CIP 01.1191)

Auburn University (AU) currently has the Doctor of Philosophy (PhD) in Agronomy and Soils at CIP 01.1191 in the Commission's Academic Program Inventory. AU has proposed an alteration of the program title from Agronomy and Soils to Crop, Soil, and Environmental Sciences. The proposed change will bring the program name into alignment with current standards of the relevant accrediting body and constituencies, as well as better reflecting the nature of the program. The content and character of the affected program will not be altered. The change is in title only. **Budgetary Impact: None**. [Item prepared by L. Lock]

(9)   Enterprise State Community College, Addition of a Certificate in Legal Assistant/Paralegal to the Existing AAS in Legal Assistant/Paralegal (CIP 22.0302)

The Commission's Guidelines for Approval of Certificate Programs in Existing Associate Applied Science (AAS) and Associate in Applied Technology (AAT) Programs states that two-year colleges may add Certificate awards to existing AAS or AAT programs upon Commission approval as reasonable extensions/alterations of existing programs if stated conditions are met. The Alabama Community College System and ENT submitted a Certificate program application, in accordance with the Commission guidelines. The requested Certificate met the criteria of the Commission policy. The Certificate will provide a credential for students as they complete the degree program or an exit point and credential for students who may be unable to complete the entire degree program. **Budgetary Impact: None**. [Item prepared by M. Pearson]

(10) Jacksonville State University, Addition of a Traditional Concentration to the Existing BS in Mathematics (CIP 27.0101)

Jacksonville State University (JSU) currently has the BS in Mathematics at CIP 27.0101 in the Commission's Academic Program Inventory. JSU has proposed the addition of a traditional concentration to the existing program. JSU has been offering three tracks in Mathematics - Theoretical, Applied, and General. JSU has decided to consolidate the first two tracks (Theoretical, Applied) to Traditional, which affords more flexibility to take some applied and some theoretical content for students pursuing a mathematics degree. JSU leaves the general track unchanged for Mathematics education majors. The new concentration also offers course scheduling flexibility and facilitates degree completion. The program with the proposed concentration will require a total of 120 semester hours (sh). The concentration is comprised of 39 semester hours. **Budgetary Impact: None**. [Item prepared by L. Lock]

(11) Southern Union State Community College, Addition of a Certificate in Business Management and Supervision to the Existing AAS in Business Management and Supervision (CIP 52.0101)

The Commission's Guidelines for Approval of Certificate Programs in Existing Associate Applied Science (AAS) and Associate in Applied Technology (AAT) Programs states that two-year colleges may add Certificate awards to existing AAS or AAT programs upon Commission approval as reasonable extensions/alterations of existing programs if stated conditions are met. The Alabama Community College System and ENT submitted a Certificate program application, in accordance with the Commission guidelines. The requested Certificate met the criteria of the Commission policy. The Certificate will provide a credential for students as they complete the degree program or an exit point and credential for students who may be unable to complete the entire degree program. **Budgetary Impact: None**.
[Item prepared by M. Pearson]

(12) University of Alabama, Addition of Concentrations in Natural Resources and Ecosystem Conservation to the Existing BS in Environmental Science (CIP 03.0104)

University of Alabama (UA) currently has the Bachelor of Science (BS) in Environmental Science at CIP 03.0104 in the Commission's Academic Program Inventory. UA has proposed the addition of concentrations in Natural Resources and Ecosystem Conservation to the existing program. The program with proposed concentrations will require a total of 121-127 semester hours. The proposed concentrations will consist of 21-27 semester hours each. **Budgetary Impact: None**.
[Item prepared by M. Pearson]

(13) University of Alabama at Birmingham, Addition of an Option in Applied Professional Spanish to the Existing BA in Foreign Languages (CIP 16.0101)

University of Alabama at Birmingham (UAB) currently has the Bachelor of Arts (BA) in Foreign Languages at CIP 16.0101 in the Commission's Academic Program Inventory. UAB has proposed the addition of an option in Applied Professional Spanish to the existing program. The program with the proposed option will require a total of 120 semester hours. The proposed option will consist of 30 semester hours. **Budgetary Impact: None**. [Item prepared by M. Pearson]

(14) University of Alabama at Birmingham, Addition of an Ethics Track to the Existing BA in Philosophy (CIP 38.0101)

University of Alabama at Birmingham (UAB) currently has the Bachelor of Arts (BA) in Philosophy at CIP 38.0101 in the Commission's Academic Program Inventory. UAB has proposed the addition of an Ethics track to the existing program. The program with the proposed concentration will require a total of 120 semester hours. The proposed track will consist of 15 semester hours. **Budgetary Impact: None**.
[Item prepared by M. Pearson]

(15) University of North Alabama, Addition of an Emphasis in Resource Management to the Existing BS in Sport and Recreation Management (CIP 31.0504)

University of North Alabama (UNA) currently has the BS in Sport and Recreation Management at CIP 31.0504 in the Commission's Academic Program Inventory. UNA has proposed the addition of an emphasis in Resource Management to the existing program. The program with the emphasis will require a total of 120 semester hours (sh). The emphasis component entails 33 semester hours. **Budgetary Impact: None**. [Item prepared by L. Lock]

(16) University of West Alabama, Addition of Options (6) to the Existing MBA in Business Administration (CIP 52.0201)

University of West Alabama (UWA) currently has the Master of Business Administration (MBA) in Business Administration at CIP 52.0201 in the Commission's Academic Program Inventory. UWA has

proposed the addition of options in Management; Marketing; Accounting; Sport Management; Entrepreneurship and Innovation; and Computer Information Systems to the existing program. The program with each proposed option will require a total of 33 semester hours. The proposed options will consist of 9 semester hours each. **Budgetary Impact: None**. [Item prepared by M. Pearson]

(17) University of West Alabama, Addition of a Concentration in Military History to the Existing BA/BS in History (CIP 54.0101)

University of West Alabama (UWA) currently has the Bachelor of Art/Bachelor of Science (BA/BS) in History at CIP 54.0101 in the Commission's Academic Program Inventory. UWA has proposed the addition of a concentration in Military History to the existing program. The program with the proposed concentration will require a total of 126 semester hours. The proposed concentration will consist of 15 semester hours. **Budgetary Impact: None**. [Item prepared by M. Pearson]

DECISION ITEM I: <u>Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2017-2018 Academic Year</u>

<u>Staff Presenter</u>: Mrs. Cheryl Newton
Grants Coordinator

<u>Staff Recommendation</u>: That the Commission conduct a public drawing to determine the order of payment to institutions.

<u>Background</u>: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations states the order in which institutions will be issued Fall term checks shall be determined by a random and public drawing of institutions. Pursuant to the regulations, sealed envelopes with the names of the institutions which have declared their intentions to apply for participation in the ASGP for the 2017-2018 academic year have been provided to the Commission Chairman, Mr. Ball, in order for the drawing to be held.

The results of the drawing at this meeting will determine the order in which grant funds will be released to institutions for the Fall term. After all Fall term payments are issued, the order will be reversed – so the institution ranked first for Fall term drops to last place for second term payment.

<u>Supporting Documentation</u>: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations (available upon request).

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2017

INFORMATION ITEM 1: <u>Implementation of Approved Programs</u>

<u>Staff Presenter</u>: Dr. Lenny Lock
Director of Instruction and Special Projects

<u>Staff Recommendation</u>: For information only.

<u>Background</u>: 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.

<u>Programs Implemented</u>: In accordance with these guidelines, the following institutions have sent notification that the programs listed have been implemented.

<u>Auburn University</u>
Program: Bachelor of Computer Science in Computer Science, BCS, CIP 11.0701
Approval date: September 9, 2016
Implementation date: August 2017 (delayed)
Post-implementation report date: September 1, 2022

Program: Master of Arts in Counseling Psychology, MA, CIP 42.2803
Approval date: December 9, 2016
Implementation date: June 2017 (delayed)
Post-implementation report date: August 1, 2022

<u>Auburn University at Montgomery</u>
Program: Bachelor of Fine Arts in Art, BFA, CIP 50.0701
Approval date: September 9, 2016
Implementation date: January 2017 (on schedule)
Post-implementation report date: February 1, 2022

Program: Master of Science in Applied Economics, MS, CIP 45.0602
Approval date: June 10, 2016
Implementation date: August 2017 (on schedule)
Post-implementation report date: September 1, 2022

Bevill State Community College
Program: Associate in Applied Science and Certificate in Salon and Spa Management, AAS/C, CIP 12.0412
Approval date: September 9, 2016
Implementation date: January 2017 (on schedule)
Post-implementation report date: February 1, 2022

University of North Alabama
Program: Master of Arts in Writing, MA, CIP 23.1301
Approval date: September 9, 2016
Implementation date: January 2017 (on schedule)
Post-implementation report date: February 1, 2022

University of West Alabama
Program: Bachelor of Arts/Bachelor of Science in Sport Management, BA/BS, CIP 31.0504
Approval date: September 9, 2016
Implementation date: January 2017 (on schedule)
Post-implementation report date: February 1, 2022

Program: Associate in Applied Science in Automotive Engineering Technology, AAS, CIP 15.0803
Approval date: September 9, 2016
Implementation date: January 2017 (on schedule)
Post-implementation report date: February 1, 2022

Program: Master of Science in Clinical Mental Health Counseling, MS, CIP 51.1508
Approval date: September 9, 2016
Implementation date: January 2017 (on schedule)
Post-implementation report date: February 1, 2022

Program: Master of Science in Family Counseling, MS, CIP 51.1505
Approval date: September 9, 2016
Implementation date: January 2017 (on schedule)
Post-implementation report date: February 1, 2022

Program: Master of Science in Physical Education, MS, CIP 13.1314
Approval date: September 9, 2016
Implementation date: January 2017 (on schedule)
Post-implementation report date: February 1, 2022

Program: Master of Education in Student Affairs in Higher Education, MEd, CIP 13.0406
Approval date: September 9, 2016
Implementation date: January 2017 (on schedule)
Post-implementation report date: February 1, 2022

Programs Not Implemented: Commission approval has expired for the following programs that were not implemented by the implementation deadline.

None.

<u>Supporting Documentation:</u>   "Guidelines on Implementation of a New Program,"
                                     adopted by the Commission on October 12, 2001, revision
                                     approved on September 23, 2005. Available upon request.

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INFORMATION ITEM 2:   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 North Alabama, Program: Master of Professional Studies (CIP 30.0000)

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

Programs 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 North Alabama (2017 Report)

- Program: Master of Professional Studies (CIP 30.0000)

Approved by Commission: December 2011

Proposed Implementation Date: August 2012

Actual Implementation Date: August 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 8, based on the proposal.

2. That the average number of graduates for the academic years 2014-15 through 2016-17 (three-year average) will be at least 5 based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.

4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Master of Professional Studies (CIP 30.0000)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates, 2014-15 through and 2016-17 (three year average)	Percentage of Graduates Employed in The Field
Required	8	5	75%
Reported	28	15	90%

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: Ninety percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessment condition has been met. The program objectives have been met as supported by graduates' reports on a variety of items as well as other measures. The student learning outcome assessment data for each of the learning outcomes has been met as reflected in various course assignment results including demonstrable understanding of theoretical models, professional communications, research question formulation/ data collection/ statistical analysis, leadership development, and forum participation, among other indicators.

Summary of Reports on Post-Implementation Conditions
[Listed by Institution]

Meeting Conditions:

Drake State Community and Technical College (2017 Report)

- Program: Associate in Applied Technology and Certificate in Medical Assisting Technology (CIP 51.0801) *[additional review period granted June 10, 2016]*

Approved by Commission: December 2009

Proposed Implementation Date: May 2010

Actual Implementation Date: August 2010

Post-Implementation Condition: *[second report]*

1. That the average number of graduates for the academic years 2015-16 and 2016-17 will be at least 8.

Associate in Applied Technology and Certificate in Medical Assisting Technology (CIP 51.0801)	Average Number of Graduates, 2015-16 and 2016-17
Required	8
Reported	9

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

The enrollment, employment, and assessment conditions had been previously met.

The first post-implementation report was on the June 10, 2016 ACHE Agenda, Item E.

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INFORMATION ITEM 3:   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.

Alabama Community College System (All colleges)

Field of Study	CIP Code
Manufacturing Skills Council Certified Production Technician	32.0199

Drake State Community and Technical College

Field of Study	CIP Code
Cosmetology w/emp in Natural Hair	12.0401

Northeast Alabama Community College

Field of Study	CIP Code
Welding w/emp in Structural Welding	30.9999

Southern Union State Community College

Field of Study	CIP Code
Multi-Care Technician	51.0801

Wallace State Community College (Dothan)

Field of Study	CIP Code
Industrial Maintenance	47.0303
EMS – Paramedic	51.0904

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 4:   Changes to the Academic Program Inventory

Staff Presenter: Ms. Margaret Pearson
                                            Academic Program Review Analyst

Staff Recommendation: For information only.

Background: According to the Commission's definitions relating to
                                            program review (Alabama Administrative Code, Chapter
                                            300-2-1, Review of Programs & Other Units of
                                            Instruction), additions and certain extensions or
                                            alterations of units and programs of instruction must be
                                            submitted as information items not requiring Commission
                                            approval. Examples of information items, according to
                                            the operational definitions, include: 1) changes in
                                            program titles or CIP codes or degree nomenclatures at
                                            the same level (except doctoral) provided no changes in
                                            program requirements, content, or objectives are made,
                                            and provided the new nomenclature replaces the current
                                            designation; 2) programs placed on inactive status or
                                            deleted from the Academic Program Inventory;
                                            3) change in award for completion from Diploma to
                                            Associate in Applied Technology in technical colleges
                                            provided certain conditions are met; 4) change in award
                                            for completion from Associate in Applied Technology to
                                            Associate in Applied Science in technical colleges
                                            provided certain conditions are met; and 5) change in
                                            award for completion from Diploma and/or Certificate to
                                            Associate in Applied Science in community colleges.

Supporting Documentation: 1. Academic Program Inventory. Available on the
                                                Commission's Website: www.ache.alabama.gov .

                                            2. "Reasonable Extensions and Alterations of Existing
                                                Units and Programs of Instruction," Ala. Admin. Code
                                                (Commission on Higher Education), r. 300-2-1.06.
                                                Available upon request.

                                            3. Written unpublished documentation provided by the
                                                institutions. Available upon request.

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A.   Program Inventory Deletions

Institutions may voluntarily elect to delete program entries/awards from the Commission's Academic Program Inventory. However, institutions understand that these programs/awards cannot be reinstated to the Academic Program Inventory in the future without undergoing the regular process for new program review and approval.

Alabama A&M University	30.9999	Interdisciplinary Studies, BA/BS
Drake State Community & Technical College	12.0401	Cosmetology, C
	52.0302	Accounting Technology, C/AAS
	52.0401	Office Administration, C/AAS
University of Alabama in Huntsville	52.0202	Contract Mgt & Procurement/Purchasing, BSBA

B. Changes in CIP Codes, Program Titles, or Degree Nomenclature

The following changes in CIP codes, program titles, or degree nomenclature represent no changes in program requirements, content, and objectives and are recommended as information items.

Auburn University	01.1199	~~Agronomy and Soils~~, MAg <u>Crop, Soil, and Environmental Sciences</u>
	01.1199	~~Agronomy and Soils~~, MS <u>Crop, Soil, and Environmental Sciences</u>
	01.0303	~~Fisheries~~, MAq <u>Fisheries, Aquaculture, and Aquatic Sciences</u>
	01.0303	~~Fisheries~~, MS <u>Fisheries, Aquaculture, and Aquatic Science</u>
Auburn University Montgomery	11.0103	~~Information Systems Management~~, MS <u>Management Information Systems</u>
	43.0104	~~Justice and Public Safety~~, BS, MS <u>Criminal Justice</u>
University of Alabama at Birmingham	14.1001	Electrical Engineering, ~~MSEE~~ <u>MSECE</u>
University of North Alabama	13.1101	~~Counseling~~, MAEd <u>School Counseling</u>
University of West Alabama	~~47.0303~~ <u>15.0000</u>	~~Industrial Maintenance Tech~~, AAS <u>Engineering Technology</u>

C. Programs Placed on Inactive Status

Auburn University	14.0401	Integrated Design and Construction, MIDC

INFORMATION ITEM 5:   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 Human Resources Management

The 15-hour certificate program will provide a credential to allow currently employed HR professionals or those individuals on a career development track to enter into the human resources field to gain a basic and comprehensive knowledge of human resource practices and responsibilities. This program will allow those without a degree in human resources to gain practical working knowledge necessary to improve their knowledge and skills to function effectively in an HR job role.

Auburn University

Undergraduate Certificate in Health Equity Science

The proposed 12-hour certificate will address a need for understanding well-documented health disparities between population groups. The certificate, administered through the College of Human Sciences under the purview of the Center for Health Ecology and Equity, aims to cultivate scholarship on health ecology and equity, and to develop leaders committed to addressing health inequities.

Undergraduate Certificate in Geographic Information Systems Science

The 16-credit hour certificate will have courses such as Intro to GIS, Aerial Photography and Remote Sensing, Advanced GIS, and Quantitative and Spatial Analysis. Students will choose from approved electives for

courses that are at least 2 credit hours. The minimum total credit hours for GIS certificate is 16 credit hours.

University of North Alabama

Baccalaureate Certificate in Professional Selling

The proposed certificate requires 12-15 credit hours. For business majors, the certificate requires 12 hours, for non-business majors, an additional business course will be required bringing the total to 15 hours. Professionals may also complete the certificate as non-degree seeking students. The curriculum provides students with sales theory and up-to-date sales technologies, practical process applications, and engagement with live business-to-business selling environments.

University of West Alabama

Pre-Baccalaureate Certificate in Welding

The two-semester certificate program will consist of 24 credit hours of lecture and lab in Shielded Metal Arc Welding (oxy-fuel cutting, carbon arc cutting, and plasma arc cutting) Gas Metal Arc/Flux Cored Arc Welding, and Shielded Metal Arc Welding Groove. Upon successful completion of the program, students will have demonstrated entry level welding skills that will qualify them for employment in manufacturing industries.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

2. Written unpublished documentation provided by the institution. Available upon request.

INFORMATION ITEM 6: <u>Establishment of, Administrative Changes to, and Name Changes of Units</u>

<u>Staff Presenter</u>: Dr. Lenny Lock
Director of Instruction and Special Projects

<u>Staff Recommendation</u>: For information only.

<u>Background</u>: According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & Other Units of Instruction), Departments are an instructional unit encompassing a discrete branch of study; usually located within a division and/or a school or college.

Administrative changes at the Department level, such as establishing a new department, combining two or more departments into a single department, or dividing a department into two or more departments are considered non-substantive and do not require Commission approval. However, before any of these changes may be implemented, they must be presented to the Commission as information items. If the administrative change creates a more prominent unit of instruction such as a division or school, Commission approval as a new unit is required.

Changes limited to name, do not require Commission approval. However, before a name change may be implemented, it must be presented to the Commission as an information item.

<u>Supporting Documentation</u>: 1. "Definitions Recognized By The Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.

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.

A. Establishment of Units

- University of South Alabama, Department, Integrative Studies, within the College of Education and Professional Studies

B. Unit Name Changes

- Auburn University at Montgomery, Department of Justice and Public Safety to the Department of Criminal Justice

- Troy University, Department of Social Work and Human Services to the School of Social Work and Human Services (Note: This is only a name change: from "Department" to "School"; not creating a more prominent unit.)

INFORMATION ITEM 7:   Distribution of 2017-2018 Alabama Student Assistance
                                        Program (ASAP) Funds

Staff Presenter: Mrs. Cheryl Newton
                                        Grants Coordinator

Staff Recommendation: For information only.

Background: Due to the elimination of the Federal Leveraging
                                        Educational Assistance Partnership (LEAP) Program,
                                        the Alabama Student Assistance Program is funded
                                        through state appropriations only.

                                        ASAP provides need-based grants to Alabama students
                                        to meet their educational costs of attending Alabama
                                        postsecondary institutions. Awards range from $300 to
                                        $5,000 for an academic year.

                                        The ASAP distribution schedule used for the ASAP
                                        complies with the procedure outlined in the Alabama
                                        Student Assistance Program Regulations and
                                        Commission policy approved on August 21, 1987.
                                        Following these guidelines, ACHE staff has compiled the
                                        2017-2018 ASAP Distribution Schedule.

                                        Because most institutions in Alabama have converted
                                        from the quarter to the semester system, there will be
                                        insufficient funds in January to process second term
                                        payments – the normal time for making second term
                                        payments. For this reason, second term payments
                                        cannot be made until July, 2018 – well after the
                                        completion of the second semester.

Supporting Documentation: 1. ASAP distribution policy approved by the
                                            Commission on August 21, 1987 (available upon
                                            request).

                                        2. 2017-2018 Alabama Student Assistance Program
                                            Institutional Distribution of State Funds. Attached.

INSTITUTIONS OF HIGHER EDUCATION

Lauderdale

Athens State

Madison

Jackson

University of North Alabama

Alabama A&M University

Drake St.

Limestone

Oakwood

Colbert

Northwest- Shoals

Univ. of Alabama Huntsville

Franklin

Calhoun

Lawrence

Marshall

Northeast Alabama

Northwest-Shoals

Morgan

Dekalb

Snead St.

Cherokee

Marion

Wallace Hanceville

Etowah

Gadsden St.

Bevil St.

Winston

Culiman

Blount

Walker

Fayette

Bevil St.

St. Clair

Jacksonville State

Lamar

Birmingham Southern

Calhoun

Bevil St.

Miles College

Lawson St.

Gadsden St.

Herzing Univ.

Cleburne

Jefferson St.

University of Alabama

Tuscaloosa

Lawson St.

Samford

Birmingham

Talladega College

Randolph

Stillman College

Jefferson

Jefferson St.

Shelby

Central Alabama

Southern Union

University of Alabama

Pickens

University of Montevallo

Clay

Shelton State

Bibb

Talapoosa

Chambers

Greene

Coosa

Central Alabama

Sumter

Hale

Perry

Chilton

Judson College

Ingram Tech

Auburn University

Autauga

Elmore

Macon

Southern Union

Lee

University of West Alabama

Concordia College

Tuskegee Univ.

Russell

Marengo

Troy University (Mgm)

Wallace Selma

Faulkner Univ.

Chattahoochee Valley

Choctaw

Trenholm St.

Auburn - Montgomery

Huntingdon College

Dallas

Amridge University

Alabama State University

Montgomery

Lowndes

Bullock

Barbour

Wilcox

Butler

Pike

Coastal Alabama CC

Monroe

Wallace Dothan

Troy University

L.B. Wallace

Enterprise St.

Coffee

Dale

Henry

Coastal Alabama CC

Clarke

L.B. Wallace

Wallace Dothan

Washington

Reid Tech.

Conecuh

Covington

Enterprise St.

Coastal Alabama CC

Escambia

Geneva

Troy University (Dothan)

Houston

University of Mobile

Coastal Alabama CC

Spring Hill College

Mobile

University of South Alabama

United States Sports Academy

Baldwin

Bishop State

Coastal Alabama CC

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