

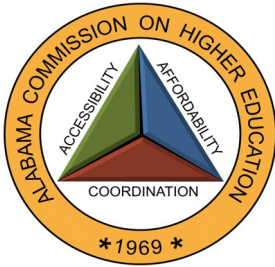
Alabama Commission on Higher Education
RSA Union Building, 100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
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COMMISSION MEETING

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

December 8, 2017
10:00 a.m.





AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

December 8, 2017
10:00 a.m.

- I. **Call to Order / Pledge of Allegiance**
- II. **Roll Call of Members and Determination of Quorum**
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<i>Staff Presenter: Ms. Margaret</i>	

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Staff Presenter: Ms. Margaret Pearson

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TRENHOLM STATE COMMUNITY COLLEGE

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Staff Presenter: Ms. Margaret Pearson

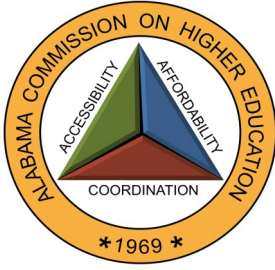
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2. University of Alabama at Birmingham, Addition of a Concentration in Cybersecurity Management to the Existing BS in Management Information Systems (CIP 52.1201)
3. University of Alabama at Birmingham, Addition of a Concentration in Exercise Bioenergetics to the Existing BSEd in Kinesiology (CIP 13.1314)
4. University of Alabama at Birmingham, Addition of a Option in Environmental and Occupational Health to the Existing MPH in Public Health (CIP 51.2201)
5. University of North Alabama, Addition of an Option in Chemical Engineering Technology to the Existing BS in Engineering Technology (CIP 15.0000)
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WORK SESSION AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

RSA Union Building, 7th Floor
Sutton Conference Room 732

December 8, 2017
11:30 a.m.

- I. Call to Order**
- II. Roll Call of Members and Determination of Quorum**
- III. Work Session**

Complete College America

Guest Presenter: Sarah Ancel, Vice President of the Alliance & Policy

- IV. Adjournment**

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

September 28, 2017

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Thursday, September 28, 2017 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner McKinney called the meeting to order at 10:00 a.m.

Commissioner McKinney welcomed presidents, institutional representatives, and guests.

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

II. Roll Call of Members and Determination of Quorum

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

III. Approval of Agenda

RESOLVED: Commissioner Sanders moved to approve the agenda. Commissioner Calametti seconded. Motion carried. The agenda was approved.

IV. Consideration of Minutes of June 9, 2017

RESOLVED: Commissioner Pylant moved for approval of the June 9, 2017 minutes. Commissioner Calametti seconded. Motion carried. The minutes were approved.

V. Chairman's Report

There was no report.

VI. Executive Director's Report

Dr. Purcell gave a power point presentation on the following issues:

American Association of State Colleges and Universities (AASCU) Top 10 Higher Education State Policy Issues for 2017

Association of Governing Boards of Universities and Colleges (AGB) Top Strategic Issues for Boards

A copy of the presentation is attached.

VII. Discussion Items

A. Status Report: Appeals Committee Decision: Fortis College Branch Campuses

Commissioner Sanders reported on the actions of the Appeals Committee. Copies of the decision of the Appeals Committee and the Memorandum to the Executive Director is included in the staff recommendation on pages 9-10 of the September 28, 2017 Commission meeting packet.

VIII. Decision Items

A. Fiscal Year 2017-18 Operations Plan

Ms. Veronica Harris presented the staff recommendation to the Commission with a recommendation for approval.

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

B. Approval of 2018 Meeting Schedule

Mr. Tim Vick presented the staff recommendation to the Commission with a recommendation for approval.

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

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

Mr. Tim Vick presented the staff recommendation to the Commission with a recommendation for approval.

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

D. Administrative Procedures for the Alabama Math and Science Teacher Education Program

Mr. Tim Vick presented the staff recommendation to the Commission with a recommendation for approval.

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

E. Forever Wild Appointment of Board Member

Ms. Margaret Gunter presented the staff recommendation to the Commission with a recommendation for the Forever Wild Board appointment.

RESOLVED: Commissioner Calametti moved to accept the appointment. Commissioner Frost seconded. Motion carried.

F. Policy Change Regarding Reasonable Extensions/Alterations of Existing Programs

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

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

G. Academic Programs

ALABAMA COMMUNITY COLLEGE SYSTEM (ACCS)

1. Associate in Applied Science and Certificate in Medical Assistant Technology
Southern Union Community College (CIP 51.0801)

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

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

FOUR-YEAR INSTITUTIONS

AUBURN UNIVERSITY (AU)

1. Master of Engineering Management in Engineering Management (CIP 15.1501)

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

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

2. Dissolution of the Joint MSN in Nursing at AU and AUM (CIP 51.3801)

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

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

3. Master of Science in Nursing in Nursing (CIP 51.3801)

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

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

AUBURN UNIVERSITY AT MONTGOMERY (AUM)

1. Master of Science in Nursing in Nursing (CIP 51.3801)

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

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

UNIVERSITY OF ALABAMA (UA)

1. Bachelor of Fine Arts in Theatre (CIP 50.0501)

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

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

UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)

1. Clinical Doctorate in Occupational Therapy (OTD) (CIP 51.2306)

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

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

UNIVERSITY OF MONTEVALLO (UM)

1. Bachelor of Science in Computer Informatics (CIP 11.0104)

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

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

UNIVERSITY OF NORTH ALABAMA (UNA)

1. Master of Arts in Education in Early Childhood Education (CIP 13.1210)

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

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

UNIVERSITY OF WEST ALABAMA (UWA)

1. Bachelor of Science in General Science (CIP 30.0101)

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

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

2. Bachelor of Business Administration in Quantitative Finance and Econometrics (CIP 45.0603)

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

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

H. Extensions/Alterations of Existing Programs

RESOLVED: Commissioner Sanders moved that the Commission accept Extensions/Alterations of Existing Programs 1 through 17. Commissioner Gyan seconded. Motion carried.

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)

I. Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2017-2018 Academic Year

Ms. Cheryl Newton, Grants Coordinator, conducted a public drawing to determine the order of grants to be disbursed to thirteen (13) participating institutions. Commissioners McGriff and Gyan assisted in drawing the institutional names. The grants will be disbursed in the following order:

1. Birmingham-Southern College
2. Concordia College
3. Stillman College
4. Huntingdon College
5. Judson College
6. Miles College
7. University of Mobile
8. Oakwood University
9. Spring Hill College
10. Samford University
11. Faulkner University
12. U.S. Sports Academy
13. Amridge University

IX. Information Items

RESOLVED: Commissioner Sanders moved that the Commission accept Information Items 1 through 7. Commissioner Gyan seconded. Motion carried.

1. Implementation of Approved Programs
2. Summary of Post Implementation Reports
3. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
4. Changes to the Academic Program Inventory
5. Implementation of Non-Degree Programs at Senior Institutions
6. Establishment of, Administrative Changes to, and Name Changes of Units
7. Distribution of 2017-2018 Alabama Student Assistance Program (ASAP) Funds

X. Adjournment

The meeting was adjourned at 11:20 a.m. The next meeting of the Commission is scheduled for December 8, 2017.

Randle McKinney, Vice-chairman

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

Jim Purcell, Executive Director

Notary Public

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 8, 2017

DISCUSSION ITEM A:

Annual Report: Alabama Commission on Higher Education 2016-2017

Staff Presenter:

Mrs. Margaret Gunter
Director of Communications and Governmental Relations

Staff Recommendation:

For discussion only.

Background:

According to Section 16-5-10(9) of the code of Alabama, the Alabama Commission on Higher Education is required to submit to the Governor and to the Legislature an annual report highlighting the designated fiscal year's activities of the Commission.

Supporting Documentation:

2016-2017 Annual Report – Alabama Commission on Higher Education will be sent electronically to Commissioners prior to the December 8, 2017 meeting. Printed copies will be distributed at the meeting.

Decision Item A: Alabama Commission on Higher Education's Strategic Plan: *Building Human Capital: The Educational Path to Alabama's Economic Success*

Staff Presenter: Dr. Jim Purcell
Executive Director

Staff Recommendation: That the Commission grant final approval to the ACHE Strategic Plan for 2018-2030 titled: *Building Human Capital: The Educational Path to Alabama's Economic Success*.

Background: The Alabama Commission on Higher Education (ACHE) is statutorily charged with developing a long-range plan for all postsecondary education in the Code of Alabama. §16-5-6 (1975) which states: "The Commission shall be responsible for statewide long-range planning for postsecondary education in Alabama. Such planning shall be the result of continuous study, analysis and evaluation. Plans will include the establishment of statewide objectives and priorities with methods and guidelines for achieving them."

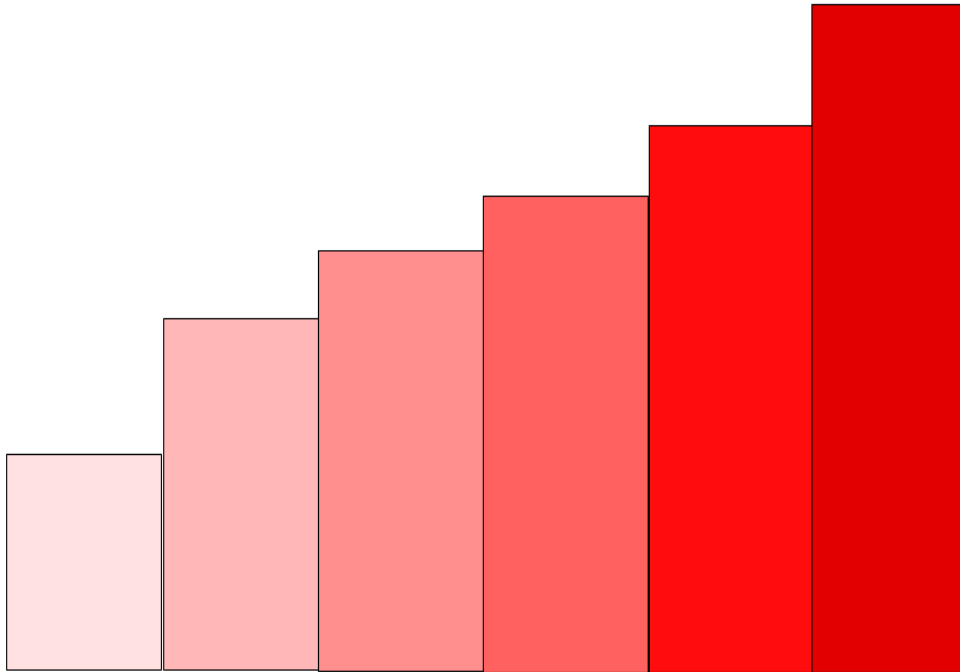
The prior strategic plan for postsecondary education in Alabama, "Forging Strategic Alliances," was in effect from 2009 – 2014. Reductions of the agency and institution budgets, as a result of the recession, prohibited much progress on many of the goals and activities outlined in the plan. Several initiatives and strategies contained in the proposed strategic plan, therefore were also areas of interest in the previous plan, including improving academic remediation, increasing graduates in Science, Technology, Engineering, and Mathematics academic programs, and workforce development.

The proposed plan was developed in the summer of 2017 and took into consideration the improving national and state economy and incorporated many strategies that have been utilized successfully in other states to address higher education issues. Feedback on the report was received from several state and campus leaders and many were incorporated into the plan. The report is framed around 5 priorities: *Improving Access, Enhancing Student Success, Enhancing STEM Programs, Developing Alabama's Economy and Workforce, and Organizational Effectiveness and Efficiency*. The current plan advocates for additional state financial support for higher education institutions, expanded student financial aid, workforce development and improving organizational efficiency and accountability.

Supporting Documentation: Alabama Commission on Higher Education's Strategic Plan: *Building Human Capital: The Educational Path to Alabama's Economic Success*

Building Human Capital

The Educational Path to Alabama's Economic Success



Alabama Commission on Higher Education Strategic Plan (2018-2030)
(Board Approved 12/8/2017)

DRAFT

**“We have enough people who tell it like it is—
now we could use a few who tell it like it can be.”**

Robert Orben (born 1927)

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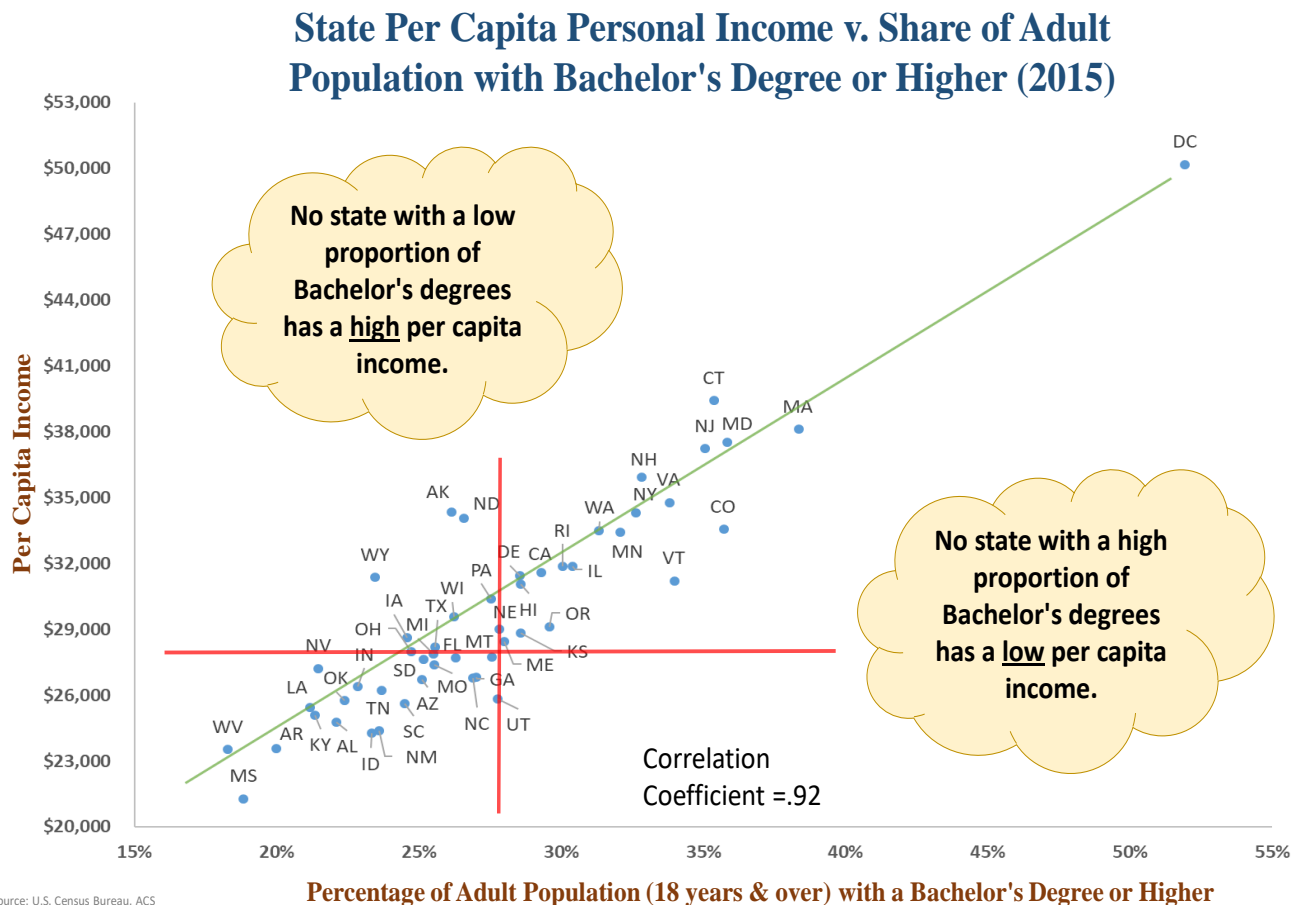
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I. Rationale for a Comprehensive Human Capital Plan

I.1 Creating Sustainable Economies and How We Grow Them

Economists have concluded that nearly all economic growth and prosperity for individuals, families, cities, states and countries are now driven by college-educated workers. Perhaps the best statistic is the correlation between a state's per capita income and adult educational attainment.

Alabama ranks 46th in the nation in per capita income and 45th in the percentage of adults 25 and older with a bachelor's degree. Because of this strong correlation between education attainment and state wealth, Alabama, its counties, and its cities must invest in the most important aspect of its economic infrastructure: human capital.



A Milken Institute report found that increases in average level of postsecondary/higher education by one year, increases a community's Gross Domestic Product (GDP) by 17.4% and real wages per worker by 17.8%. Clifton (The Coming Jobs War, 2011) and Florida (The Great Reset, 2011) found that prospering communities are those with access to the following resources:

- Access to good schools, colleges, and universities
- Active regional economic development strategies (rather than statewide)
- Includes higher density of educated, skilled, and credentialed workers
- Local leadership committed to community

Successful regional/community economies are differentiated from those that are declining by the talents of its citizenry and its continued willingness to invest in human capital. Economies that are based on low-skill and low-wage jobs have become unstable, especially as technology successfully replaces workers. Since the late 1970's, technology and computers have enabled the mechanization of many processes in agriculture, transportation, warehousing, manufacturing, mining, and finance and office administration; thus reducing the need for workers in these trades.

The production of goods (as measured by GDP) has increased dramatically since the 1970's, yet household income has shown little improvement. Industries are investing in technology instead of hiring people. Those with skills and knowledge that can support the machinery of the modern economy are prospering. In 1970, 74% of the middle class had a high school diploma or less education. By 2007, only 39% of the middle class had a high school diploma or less education. Carnevale and Rose (The Undereducated American, 2011) found that jobs connected to agriculture, natural resources, and manufacturing changed drastically over the last generation. In 1967, nearly 80% of these industries employed persons with a high school diploma or less. A generation later (2007), nearly 60% of the employees in these industries are persons credentialed with an associate degree or higher. Alabamians were able to prosper as long as the state's

economy was based on an economy requiring few specialty skills. The world changed and Alabama's workforce must be trained for that new world.

Alabama's aging population and geographic concentrations of unskilled workers in specific communities should be of concern. Gallaway's study of the United States economy (The Impact of Transfer Payments on Economic Growth, 2002) revealed a statistically significant negative effect of income transfer payments on per capita economic growth. As more and more of the citizenry of a community receives their income from social security, pensions, and governmental transfer payments, the community becomes more

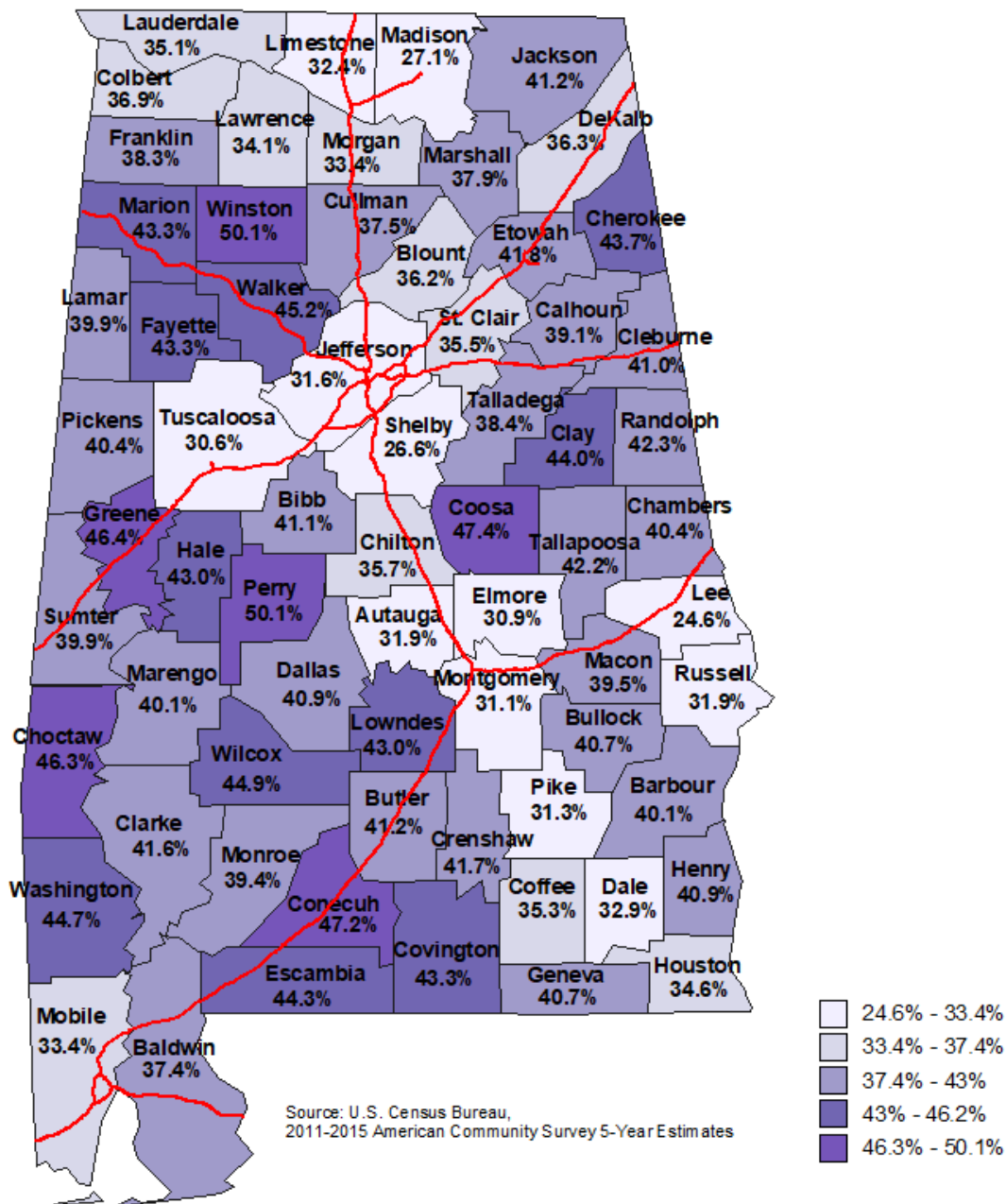
vulnerable to dramatic economic decline. Rural development advocates stress that when 40% of a community's income is from these non-work sources, the communities need to take aggressive action to adjust the fundamentals of their

Successful regional/community economies are differentiated from those that are declining by the talents of its citizenry and its continued willingness to invest in human capital.

economy or risk falling into an economic and social abyss. More than half of Alabama counties meet this 40% threshold. (see following map)

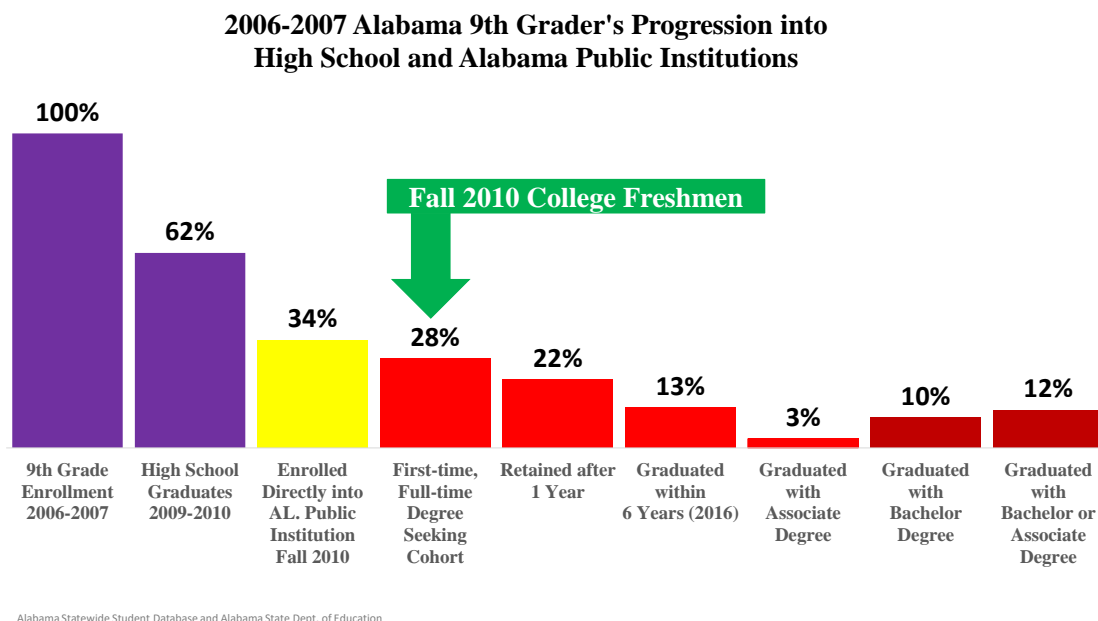
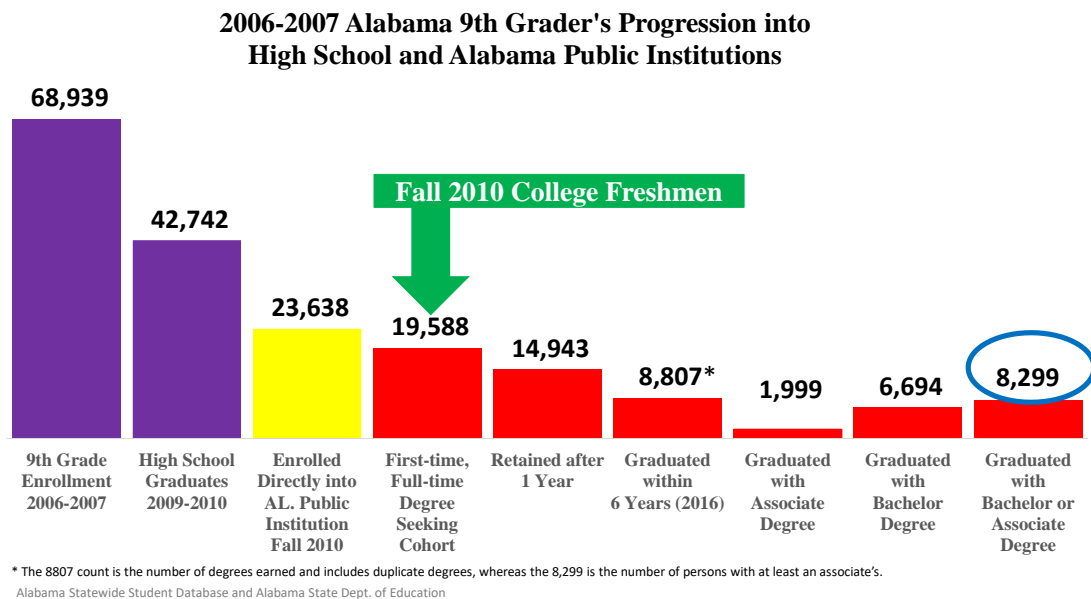
Alabama has a two-fold challenge. One is to optimize the success of communities that already are engaged in the modern economy with sustainable results. The other is to assist economically-challenged counties and communities in establishing a workable plan for new economic realities.

Percentage of Households Receiving Social Security Income



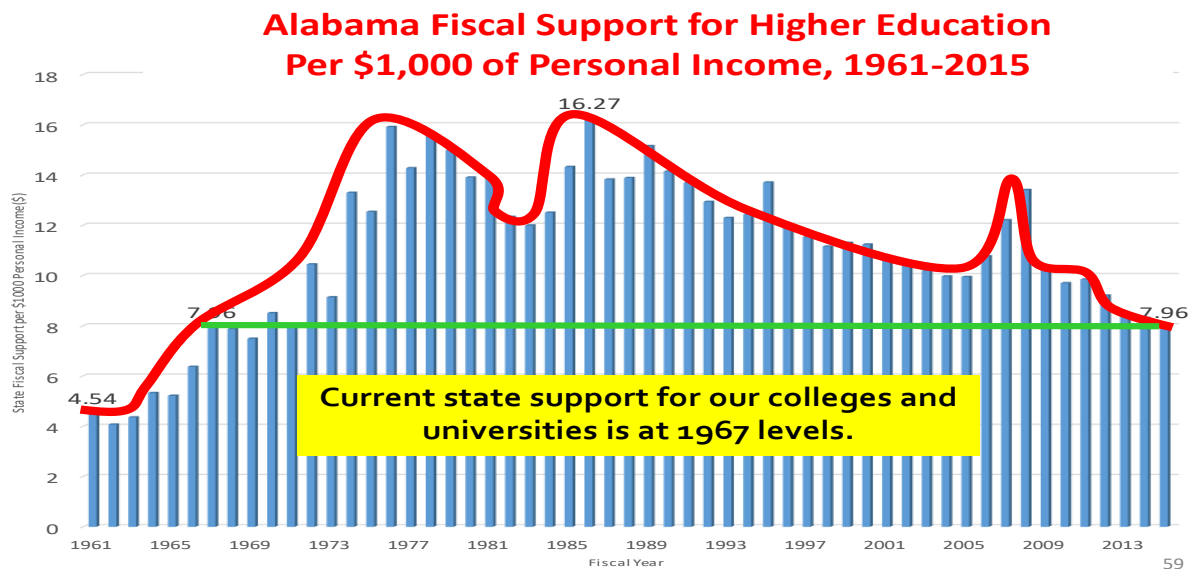
Currently, Alabama's human capital development system is not constructed in a manner that can address the needs of a modern economy. For example, only 12 out of 100 ninth graders earned an associate or baccalaureate degree from an Alabama public college or university within 10 years. Some students may have earned postsecondary degrees at private or out-of-state

institutions; however, the fact remains that out of 68,939 ninth graders, only 8,299 earned credentials from Alabama higher education institutions. This is extremely problematic and must be addressed for Alabama's economy to thrive.



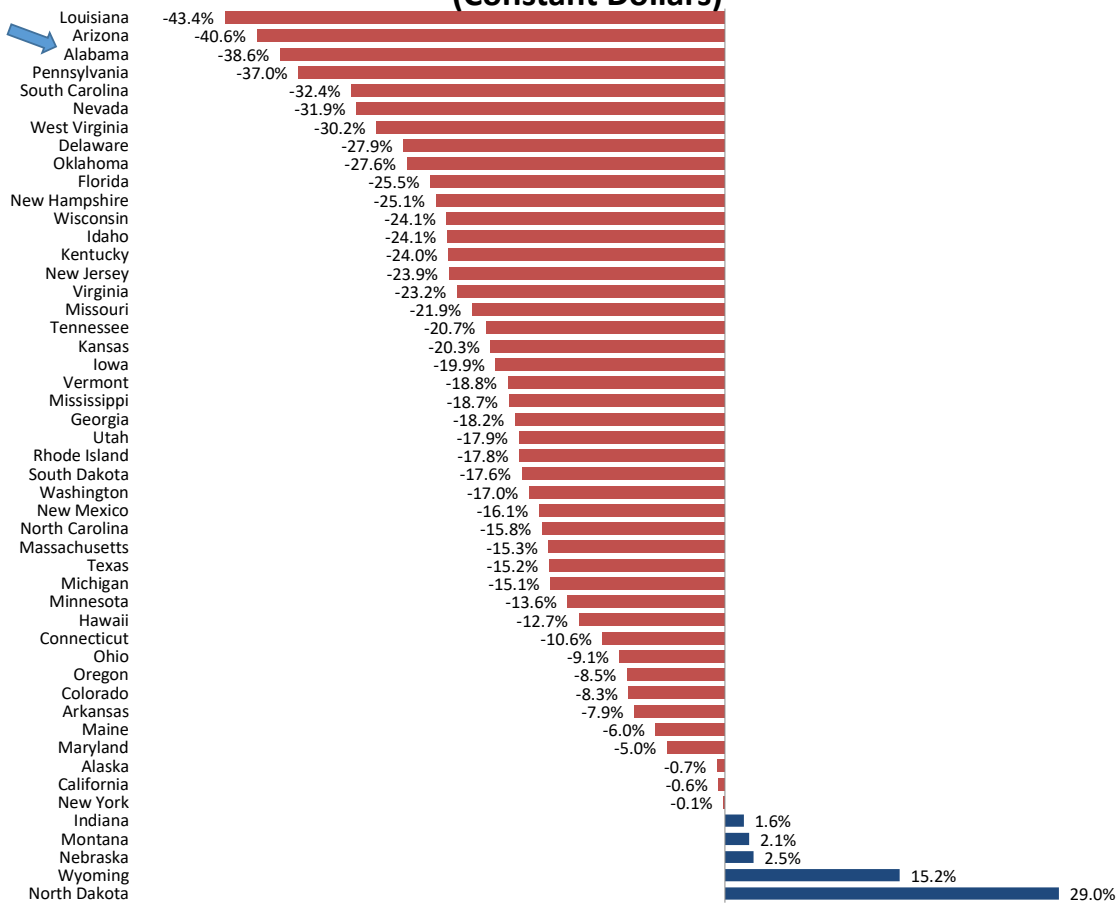
The steady decline in state support for higher education in Alabama has created a human capital system that is inadequate to support economic recovery. Current state commitment of

funding for higher education (proportional to personal income) is at a 50-year low. Alabama's public colleges and universities are being asked to produce a 21st century workforce on 1967 funding.



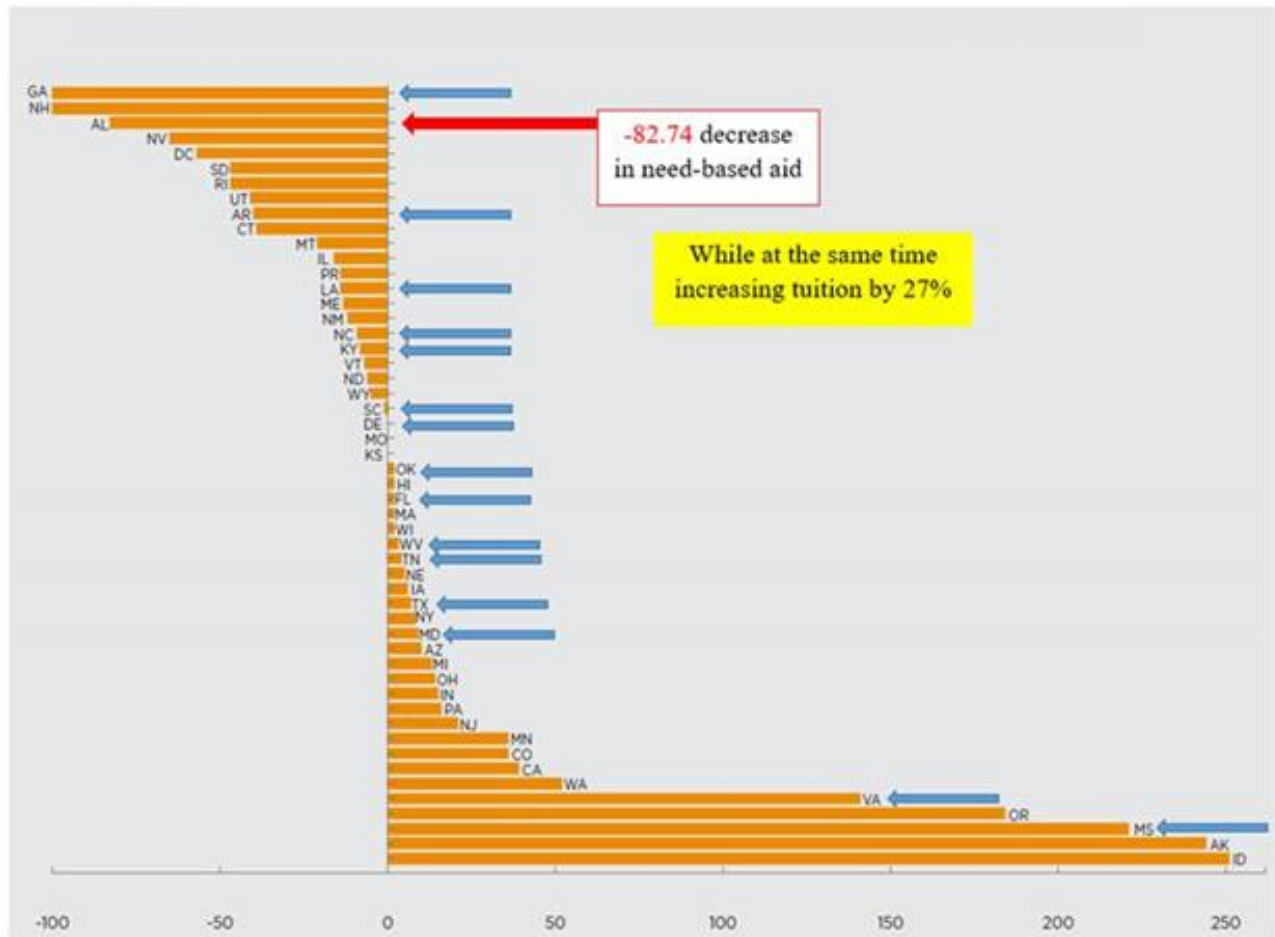
While funding for higher education has never been robust in Alabama, recent cuts in state support were some of the largest in the country and have further reduced the ability of the state's institutions to respond to the needs of the workforce and the state's economy. Higher education funding in Alabama was reduced 38.7% since 2008, with only Louisiana (43.4%) and Arizona (40.6%) experiencing greater cuts.

Change in Educational Appropriations per FTE by State, 2008-2016 (Constant Dollars)



Such drastic cuts have further exacerbated affordability and access to Alabama public higher education as community college and university boards across the state increased tuition and fees to somewhat ameliorate the impact of reduced state support. Since 2011, tuition increased 27%, while state need-based aid was cut 83%. In addition, the state's cost of guaranteed/entitlement scholarships, such as those for disabled/killed-in-action military and their qualifying dependents, police officers, etc., have increased as a result of tuition increases.

Five-Year Percent Change in Need-Based State Grant and Scholarship Programs, 2011-2015



Source: <https://www.jamisonfoundation.org/files/resource/need-based-financial-aid.pdf>

The state’s elected officials are aware of the importance of education in developing Alabama’s economy. This awareness must lead to a greater financial commitment. Alabama’s economic recovery requires a focus on building human capital. At the end of WWII, the United States made a bold decision to invest in the future of its economy by providing \$1.9 billion annually to the education of returning war veterans. This commitment to human capital helped enable the WWII generation to become the “greatest generation.” Alabama’s greatest generation may be knocking on the schoolhouse door waiting for the opportunity to propel Alabama into the global economy.

I.2 Foundations for a Successful Outcome

Certain aspects of Alabama's current higher education system can serve as the basis for moving forward in building human capital. We must be dedicated in sustaining the positive aspects of public higher education, while improving practices and processes that are less successful and progressive.

1. Location

Alabamians have relatively easy driving access to the state's community colleges and universities, with 96% living within 40 miles-of a community college and 73% living within 40 miles of a university. In addition to classroom settings, the delivery of educational programs offered by most public institutions in Alabama has expanded access through online/asynchronous learning.

2. Focused Institutional Roles, Scopes, and Missions

Alabama's public colleges and universities, with few exceptions, have resisted unnecessary academic program duplication. Many institutions collaborate to offer some programs beyond their established service areas when a specific need is identified. In today's credential and skill-based economy, additional opportunities for institutional collaboration and necessary duplication of high-demand programs will need to be increased. The business mantra of being "close to customer and speed to market" must be applied to decision-making processes regarding academic program approval and the expansion of programs.

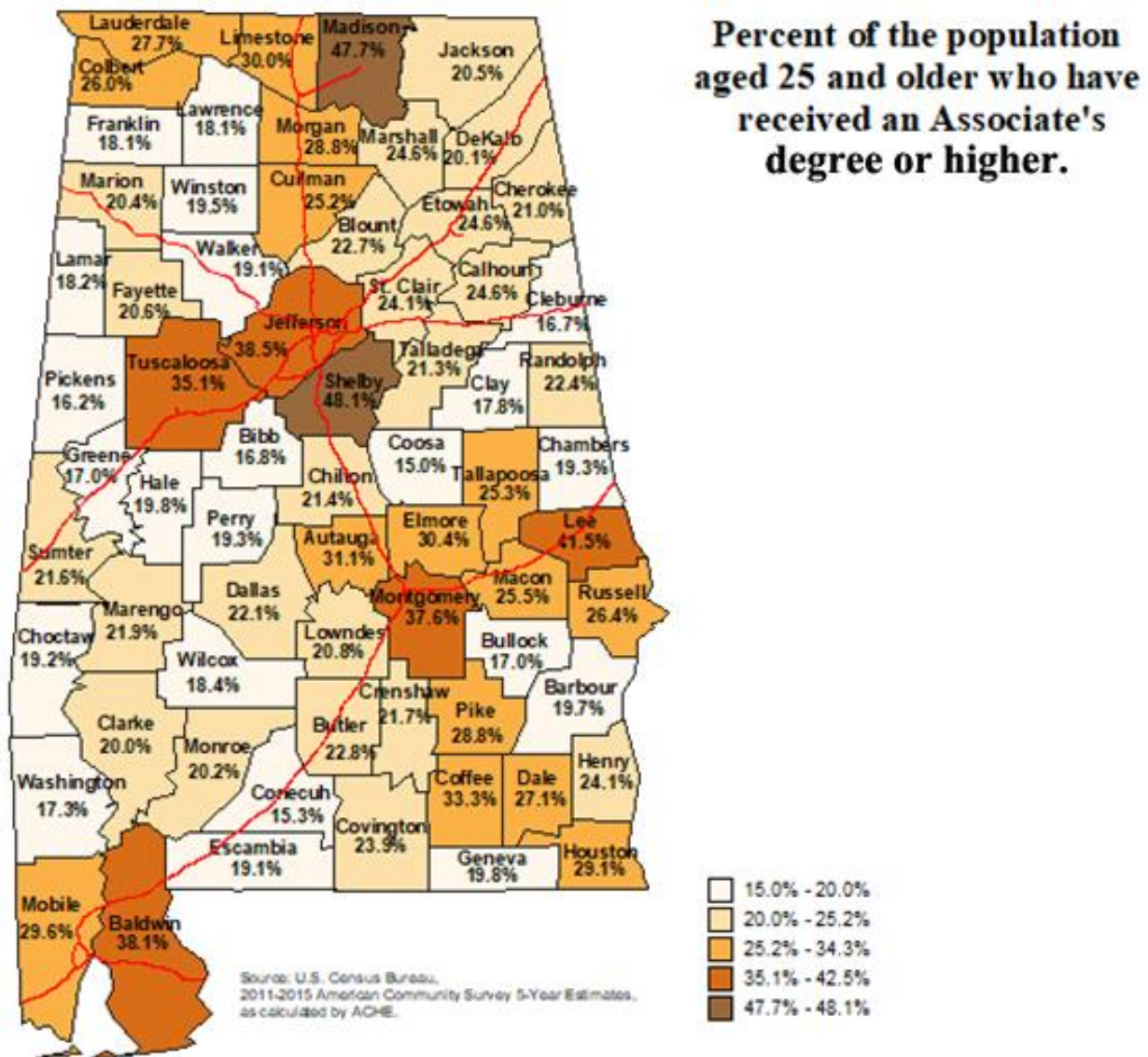
3. Positive Reputations of Alabama's Institutions

Many of Alabama's higher education institutions have received national recognition for their level of academic program quality, research capabilities, and leadership. These accolades

need to be highlighted and expanded so that Alabamians may be aware of the great opportunities available in the state.

4. Funding Education in the 21st Century

The Education Trust Fund has provided some stability for the state's colleges and universities, as compared to many states during the difficult 2008 recession and following budget years. However, Alabama continues to be identified as a state that underfunds education at the secondary and postsecondary level.



5. Jobs for Credentialed Citizens Are Available

Automation and robotics have displaced unskilled workers; however, jobs are being created for those with the skillsets to support the technology. To assure Alabama's communities prosper, high school students will need to be prepared for college or additional education/training. Commitment by the state's colleges and universities to support their service area schools can help reduce the more than 30% of Alabama's public high school graduates who enrolled in an Alabama public college or university needing remediation. Such an effort will enable students to succeed at the collegiate level and help more Alabama counties produce an adequate number of credentialed citizens to attract and expand businesses and industries.

6. Opportunities for Expanding Financial Aid

Student aid is often a determining factor in continuing education beyond high school. While there has been a reduction of state appropriations for need-based aid, any investment above current levels will have a major impact that could result in the reduction of the average student debt burden. In 2014, graduates from an Alabama public four-year research university averaged \$22,179, more student debt than either the SREB or the national average.

	Alabama, 2008	Alabama, 2014	SREB Average, 2014	U.S. Average, 2014
Public Four-Year Category 1	\$14,102	\$22,179	\$21,883	\$21,598
Public Four-Year Category 2	\$15,711	\$24,944	\$22,622	\$20,574

Sources: U.S. Department of Education, College Scorecard. U.S. Department of Education, 2014 and 2015. Integrated Postsecondary Education Data System, Instructional Activity Data Files 2009-2015 and Directory Files 2008-2014

Public Four-Year Category 1
University of Alabama System Institutions and Auburn University

Public Four-Year Category 2
Remaining Four-Year Institutions

7. Local Support

Alabama has several communities who have invested in their students by establishing scholarships. This local support will be beneficial in creating a credentialed workforce that attracts business and industry.

8. Strong Work Ethic

Alabamians are known for their work ethic and state leaders have been successful in highlighting this characteristic when recruiting international corporations to invest in Alabama. Along with a strong work ethic, these workers must now have the requisite academic credentials and soft skills suitable for the modern economy. In today's workforce, individuals are hired on their requisite credentials; however, they will often be evaluated on their people skills as well. These soft skills are essential for workplace communication and collaboration. In the modern economy, successful careers will be possible for those that continuously seek to update their credentials and skills.

9. Accountability for Higher Education

Efforts by the Alabama Community College System to design a more outcomes-based funding formula for their institutions will help optimize student success and assure that Alabama's businesses and industries have an appropriately credentialed workforce to compete in the current economy. The 2008 recession and the resulting reduction of state support for higher education forced the state's colleges and universities to right-size their budgets and operations to fit available resources. The default measure for institutional success was fiscal survival. Such a fiscally strained environment was not conducive to creating or expanding costly STEM and vocational programs, which are vital in today's economy.

With the state's economy improving and state support for higher education stabilizing, institutions are more thoughtfully seeking to address the needs for business and industry and improving student outcomes. State fiscal support for higher education over the last decade did not align with institutional enrollment growth or decline; did not support or reward institutions for addressing the economic needs of the state; nor support innovation in an environment of great social and economic change.

II. Strategic Plan for Alabama's Institutions of Higher Education

Mission

The mission of higher education in Alabama is to provide reasonable access to quality collegiate and university education for the citizens of Alabama; while employing the wise stewardship of resources, in order to meet the needs of the students, the goals of the institutions and the requirements of the State of Alabama.

Values

Excellence is the cornerstone of higher education. Students must gain the knowledge and skills to excel in their lives and work, faculty must continue to excel in pedagogy and research, so that they can be the knowledge drivers of our state. Other goals should not compromise excellence in academic standards.

Equity focuses on eliminating disparities around higher education access, affordability, and attainment. This is especially important for underserved and underrepresented populations, whose opportunities have historically been limited by factors including race and ethnicity, socio-economic status, and family educational background.

Investment means committing financial, institutional, and community resources to transforming our public system of higher education so that it becomes a more accessible and affordable pathway for our citizens and a greater economic driver for our state.

Partnership requires coordinated and collaborative efforts by all stakeholders to improve higher education in Alabama.

Innovation drives creative new programs and products, fuels business and industry, and leads the way to new solutions for society's most pressing issues.

Impact describes the purpose behind the endeavors undertaken in higher education. Individual and collective contributions, such as teaching, learning, research, and service, promote the greater good at the local, national, and global levels.

Vision

- Alabama's metropolitan areas will have diverse and booming economies
- Cities throughout the state will have a highly-skilled and credentialed workforce
- The American Dream will be a reality for those willing to pursue it
- Citizens will pursue workforce and educational credentials throughout their lifetime
- State leaders will support activities that prepare the citizenry for the changes in the economy
- Colleges and universities will be stewards of their communities and leverage their resources toward student success
- Each generation of Alabamians will be thankful for how the previous generation prepared the way for future success

Priorities

Priority 1: Improving Access

Priority 2: Enhancing Student Success

Priority 3: Enhancing STEM Programs

Priority 4: Developing Alabama's Economy and Workforce

Priority 5: Organizational Effectiveness and Efficiency

Priorities and Strategies

Success in achieving the mission, values, and vision for improving Alabama's human capital development system is dependent on focusing efforts on specific priorities and strategies. Listed below are the priorities and key strategies. Metrics for determining the impact of these strategies, as they are implemented, are articulated in Appendix A.

Priority 1: Improving Access

After years of lagging behind other states, Alabama is beginning an economic revival. In order to sustain that momentum, all ages of Alabamians must be equipped with the essential skills needed to succeed in the modern economy. Today's job market demands postsecondary credentials, competency in math, science, writing, and verbal skills. Adequate financial support is crucial for students who enroll in our colleges/universities seeking to earn an industry credential and/or a degree.

Strategies:

1. Increase the Number of High School Students Prepared for College in the Institution's Service Area
 - a. Explore the feasibility of assessing high school juniors with a nationally normed college assessment that can be used for placement
 - b. Actively work with service area junior and high schools in curriculum development and support, including providing developmental education opportunities for students in high school and prior to college enrollment
 - c. Increase standards for entry into teacher education programs and licensure to assure teachers have the subject knowledge needed to improve student outcomes.
2. Increase Access to College and University Offerings
 - a. Work with service area high schools to reduce "summer melt" – the failure of high school seniors admitted to a college who fail to enroll in any college the subsequent fall
 - b. Expand marketing to include non-traditional students
 - c. Expand the delivery of coursework online, in the evenings, weekends, and at off-campus locations in under-served areas of the state.
3. Increase the Number of Students Receiving Financial Aid
 - a. Assist service area high schools to increase the number of high school seniors who fill out the Free Application for Federal Student Aid (FAFSA)
 - b. Develop a dedicated webpage listing all of the state's financial aid opportunities
 - c. Review and revise institutional financial aid strategies so that more students receive a "meaningful" aid package
 - d. Work with communities, institutions, and foundations to enhance support for students attending college, especially for students in degree programs in high demand in Alabama's economy and adults returning to college

- e. Increase state funded need-based aid and possibly provide state tax credits to working adult learners (ages 25-60) attending college for their first associate or bachelor's degree while employed (working more than 20 hours a week).
4. Reduce the Cost of Attending College
- a. Expand the use of Open Educational Resources (OER) in lieu of expensive textbooks
 - b. Sequence courses to assure that students can graduate in less time
 - c. Develop additional cohort programs
 - d. Expand interim-term, off-schedule, summer and on-line course offerings for 'bottleneck' courses
 - e. Expand concurrent and dual enrollment opportunities in high schools in the institution's service area
 - f. Set statewide cut scores for Advanced Placement courses
 - g. Initiate discussion on strategies to slow the rate of tuition and fee increases
 - h. Utilize summer terms to expedite graduation in specific programs.

Priority 2: Enhancing Student Success

A postsecondary credential supports a better quality of life, higher lifetime earnings, stronger community engagement, and greater personal growth and fulfillment. Alabama has committed to the goal of improving statewide attainment to 65% by 2025; it is important to meet this ambitious goal without compromising our commitment to excellence. According to data recently published by the Lumina Foundation, 37.1% of the state's working-age adults (25-64) have an associate degree or higher. This figure is significantly lower for populations of color - African Americans (25.3%) and Latinos (19.3%). Time is of the essence in addressing these disparities and improving our overall attainment rate.

Strategies:

1. Rethink Developmental Education
 - a. Initiate discussions on the establishment of a statewide definition of college ready, including determining statewide developmental placement cut scores
 - b. Explore the feasibility of assessing high school juniors with a nationally normed college assessment that can be used for placement
 - c. Reset placement strategies for entering freshmen. Enroll developmental education students in a college credit math or English course and a co-requisite developmental education course designed to supplement their learning.
2. Improve Retention and Persistence
 - a. Provide additional student support for remedial math, freshman math, English composition, and other courses that create academic difficulties for a disproportionate number of freshmen- and sophomore-level students
 - b. Identify courses (annually) with a disproportionate level of Ws and Fs and determine ways in which to improve student learning, such as revising instructional methods and adding co-requisite requirements

- c. Develop mechanisms to track student academic progress, which includes the early warning processes and intervention strategies for students found to be floundering
 - d. Identify the other sources of difficulties beyond coursework of at-risk students and develop support mechanisms that are needed to increase their likelihood of success.
- 3. Redesign Financial Aid
 - a. Utilize financial incentives for rising sophomore or junior scholarships to keep students in school and on track to graduate
 - b. Communicate with returning students about scholarship and financial aid renewal requirements
 - c. Monitor returning student aid packages so that their aid is “meaningful” in terms of impacting student retention and graduation rates
 - d. Increase aid packages that cover multiple years and do not require an annual application.
- 4. Promote the Seamless Transfer of Students
 - a. Expand the STARS system to include public four-year-to-four-year transfers
 - b. Establish transfer associate degrees requiring the receiving institution to accept all 60 hours for transfer so that the student is not required to take additional lower level courses, except those included in the major field of study
 - c. Review community college general education course offerings to determine if some courses should be eliminated because they are not readily transferable nor aligned with a terminal degree curriculum
 - d. Develop common course objectives and outcomes for courses of similar names
 - e. Facilitate the use of Reverse Transfer by developing robust reverse transfer initiatives, which includes the reduction of residency requirements
 - f. Increase the number of articulation agreements between community colleges and institutions for particular majors, i.e., LPN to RN to DNP.
- 5. Expand Alternative Pathways to Expedite Obtaining a Postsecondary Credential
 - a. Increase the use of Dual Enrollment
 - b. Promote the availability of Advanced Placement courses and develop uniform standards of acceptance throughout the state
 - c. Develop a competency-based learning initiative
 - d. Award college credit for industry credentials.
- 6. Increase the Use of Experiential Learning
 - a. Expand using internships, practicums, and field experiences as a component of academic degrees
 - b. Expand using prior learning assessments to award college credit and identify business and industry training for which college credit can be awarded
 - c. Expand opportunities for students to participate in community service events as a part of their college experience
 - d. Increase opportunities for students to be awarded industry credentials as a part of their coursework

- e. Develop apprenticeship programs with accompanying business/industry tax credits
- f. Expand opportunities for undergraduates to participate in research.

Priority 3: Enhancing STEM Programs

A key factor in economic growth is the ability of persons to create, build, and maintain complex things. The more individuals with Science, Technology, Engineering and Math (STEM) skills, the greater the ability to move the economy forward.

Strategies:

1. Increase the Number and Quality of Secondary Teachers in Math and Science
 - a. Provide scholarships to college juniors and seniors preparing for teaching careers in secondary math and science
 - b. Increase the Praxis II pass score requirements for teachers to teach secondary math and science
 - c. Review the success of College of Education graduates on Praxis II math and science assessment and revise (if needed) the specific math and science courses that students should be taking to improve their Praxis II results
 - d. Develop educational tracks for existing students to take courses required to sit for STEM licensure exams
 - e. Strengthen collaborative efforts with programs such as AMSTI, A+ College Ready Program, Science in Motion and Engineering Academies
 - f. Increase financial incentives for teachers in STEM fields
 - g. Enhance alternative pathways to certification in STEM fields by developing a mechanism to certify professionals retired from STEM fields
 - h. Strengthen professional development for K-12 STEM teachers
 - i. Develop a Master's degree option for elementary and middle school teachers with a focus on STEM education
 - j. Strengthen programs such as Team Math and Science in Motion.
2. Increase the Number of Community College Transfer Students into Four-Year STEM Programs
 - a. Earmark scholarships for Applied Associate (AA) and Applied Science (AS) graduates entering STEM programs at the state's public universities
 - b. Develop clear articulation agreements for STEM students transferring from community colleges in the universities' service area.
3. Increase Support of STEM Students
 - a. Earmark scholarships for juniors and seniors entering STEM programs at the state's public universities
 - b. Expand academic support for students majoring in STEM fields.

Priority 4: Developing Alabama's Economy and Workforce

A major focus on the needs of business and industry is an essential element of Alabama's economic recovery. Although trailing other states, Alabama does have bright spots in specific areas; the state's public colleges and universities must support and actively participate in economic and workforce development activities.

1. Increase Each Higher Education Institution's Role as a Steward of the Communities in Their Service Area
 - a. Cultivate alliances with local communities and organizations
 - b. Collaborate with local communities and existing business and industry on efforts to expand economic growth and increase job opportunities
 - c. Work with foundation and community leaders to provide scholarships to local residents as a way of growing the region's economy
 - d. Work with non-profit and community action groups to identify ways in which college and university expertise and volunteer student labor can be used to address local issues.
2. Identify the Workforce Needs of the State and Region and Address Them
 - a. Develop an annual "human capital development fund" to be utilized at the state's colleges and universities to address critical workforce needs and to expand high-demand high-wage programs of study
 - b. Identify the workforce needs of the state and within the service areas of the colleges and universities and expand programs in high demand for state and regional businesses
 - c. Direct state incumbent worker training resources (as appropriate) to community colleges and universities to address workforce needs
 - d. Collaborate with colleges and universities to deliver needed educational services in underserved areas of the state
 - e. Expand existing and potential workers' opportunities to acquire and/or update their career skills through educational and training pathways that meet occupational demands
 - f. Expand the use of Dual Enrollment programs to train more people for the workforce including increasing the number of high school career and technical students enrolled in community colleges
 - g. Align higher education programs with labor market information
 - h. Study the migration pattern of graduates of four-year Alabama colleges and universities
 - i. Actively engage business and industry with colleges and universities regarding workforce development needs and issues
 - j. Strengthen partnerships with advisory groups from business and industry to support workforce development.

Priority 5: Organizational Effectiveness and Efficiency

The modern economy requires organizations to be more responsive to issues and concerns. The higher education system must finally make the paradigm shift to being more effective and efficient. In addition, changes in how and from whom colleges and universities are funded also compel organizational change at the college, system and coordinating board.

Please note that Priority 2 (Enhancing Student Success) identifies ways to efficiently matriculate students, while this section seeks to improve operational efficiencies.

Strategies:

1. Optimize Institutional Performance

- a. Review (annually) academic program degree production and viability
- b. Consolidate and/or eliminate less productive academic programs
- c. Develop meta majors (clusters of academic majors with related content and disciplinary focus) rather than stand-alone majors
- d. Encourage institutions to annually review mission and internally redirect five percent (5%) of funds toward mission critical priorities as a part of the annual budgeting process
- e. Diversify revenue streams of the college or university
- f. Explore ways of buying via collaborative institutional consortiums
- g. Address facility maintenance and revitalization and technology investments as an integral part of the annual budget and catalog deferred maintenance needs of the campuses
- h. Review campus organizational entities and structures in order to consolidate or eliminate campus activities that are not mission critical and/or costly.

2. Optimize Coordinating Board and System Performance

- a. Review existing policies and procedures and streamline where possible
- b. Explore possible reduction time allotted for decisions on program approval and review by ACHE
- c. Align new program viability standards to existing program standards
- d. Eliminate bureaucratic redundancy by consolidating private institution licensure (ACCS activity) with private institution academic program review (ACHE activity). Require the program to be funded solely on application and renewal fees
- e. Develop institutional budgets using a funding formula that redirects funds based on credit hour production and program costs, rather than incremental increases not tied to enrollment or program costs
- f. Develop a performance funding allocation that can be used to reward institutional performance
- g. Expand research and information services by ACHE for campus managers
- h. Create a dedicated website where students can apply for all available state scholarships
- i. Offer professional development opportunities that would be beneficial to the state's colleges and universities
- j. Monitor funding, budgeting and staffing patterns of peer institutions.

III. Fidelity of Implementation

Alabama's future is dependent on its ability to develop human capital. In order for the state to take advantage of this transition point in the world's economy, immediate action must be taken on the proposed plan. Imagining how the future can be built is a crucial first step in the process; but it is the implementation of these initiatives that will make Alabama an economic success story.

Appendix
Performance Measures for Priorities and Strategies

Priority 1. Improving Access

Strategy	Performance Measures	Data Source
1. Increase the number of high school students prepared for college in the institution's service area	Increases in the number and percentages of Alabama full-time students that are college ready (those not requiring developmental education courses while in college)	ACT – The Condition of College and Career Readiness; ACT-Profile Report by State;
	Increase in the number of students addressing developmental education requirements while in high school	Alabama State Department of Education
	Increase in the alignment of institutional placement scores and the state definition for college ready	Statewide definition of college readiness to be developed.
2. Increase access to college and university offerings	Increase in enrollment	ACHE Statewide Student Database; IPEDS
	Increase in the percentage of high school graduates enrolling in college the next fall term	ACHE – High School Feedback Reports
	Reduction in college ready students not directly enrolling in college	Public Affairs Research Council of Alabama-PARCA
	Increase in distance education, evening, and weekend course enrollment	Survey to identify course offerings, enrollment, and mode of instruction
3. Increase the number of students receiving financial aid	Increase in FAFSA form completions and federal aid received	USDOE: Federal Student Aid
	Increase in state-level need-based and merit-based financial aid	USDOE: Federal Student Aid
	Increase in community-based sponsorships of resident students	ACHE Survey
	Increase in the financial aid dollars awarded to adults over age 25	NCES; U.S. Department of Education
4. Reduce the cost of attending college	Reduction in institutional operation costs, possibly through a statewide consortium of institutions for on-line courses	Southern Regional Education Board (SREB)
	Improvement in Alabama's relative position to other states on student financial aid and student loan indebtedness	CollegeInSight; NCES
	Initiate discussion on strategies to slow the rate of tuition and fee increases	ACHE Annual Tuition & Fee Reports
	Reduced level of book costs by the increase in the use of Open Educational Resources	ACHE survey of campuses

Priority 2. Enhancing Student Success

Strategy	Performance Measures	Data Source
1. Rethink Developmental Education	1. Establishment of a statewide definition of college ready including determining statewide developmental placement cut scores	A statewide definition of college ready will be developed
	2. A concordance table of various assessments for determining placement will be developed	ACHE
	3. Identification of a nationally normed college assessment that can be used for placement for high school students	College Board; ACT
	4. Fewer students will require remediation	ACHE Statewide Student Database
	5. More students will participate in co-requisite remediation	Complete College America (CCA)
2. Improve Retention and Persistence	1. At-risk students will be retained and will graduate at a higher rate, i.e., Pell Grant recipients, developmental education students, and minorities	NCES
	2. More institutions will develop early warning systems that identify at-risk students	NCES
	3. Grades in courses with a disproportionate level of Ws and Fs will improve after course revisions	ACHE campus survey of early warning indicators
	4. Reduction in the average time to graduate from the institutions	IPEDS; CCA
3. Redesign Financial Aid	1. Increase in student aid for returning students	U.S. Department of Education; SHEEO
4. Promote the seamless transfer of students	1. Additional students will transfer from community colleges to universities	ACCS – Seamless Transfer; STARS; AAICU 2-to-4 Transfer Program
	2. Reduction in the number of credit hours a transfer student earns above 120 hours at graduation	Complete College America (CCA)
	3. A fully transferable associate degree will be developed and accepted at all public universities	ACHE; ACCS; STARS
	4. Increase in the number of common course objectives and outcomes for courses of similar names	ACHE
	5. Increase in the number of associate degrees awarded via reverse transfer	ACCS

5. Expand alternative pathways to expedite obtaining a postsecondary credential	1. Increase in dual enrollment credits awarded	ACHE
	2. Increase in the number of courses credited via Advanced Placement assessment	Alabama School Connection; The College Board; A+ College Ready
	3. Increase in college credit awarded for industry credentials	ALSDE. ACCS
	4. Increase in industry credentials being awarded as a part of coursework.	ALSDE Career and Technical Education/Workforce
6. Increase the use of Experiential Learning	1. Increase in undergraduates participating in research	Institution Campus Survey
	2. Increase in students participating in community service events	Institution Campus Survey
	3. Increase in undergraduates experiencing internships, practicums, apprenticeships, and field experiences as a component of academic degrees	National Association of Colleges and Employers

Priority 3: Enhancing STEM Programs

Strategy	Performance Measures	Data Source
1. Increase the number and quality of secondary teachers in math and science	1. Increase in the number of teachers certified in STEM secondary education fields	AMSTI; Alabama State Department of Education
	2. Reduction in the vacant secondary education STEM teacher positions	Alabama STEM Education; AL Mathematics, Science, Technology & Engineering Coalition (AMSTEC)
2. Increase the number of community college transfer students into four-year STEM programs	1. Increase in the number of community college transfer students who enroll in STEM programs	ACHE Statewide Student Database ACT – The Condition of STEM 2015 (Alabama)
3. Increase support of STEM students	1. Increase in the scholarship funds for STEM secondary education students	State legislation
	2. Increase in the scholarship funds for STEM majors, including community college transfer students	State legislation
	3. Increase in the number and percentage of STEM graduates	ACHE Statewide Student Database
	4. Increase in the number of STEM majors	ACHE Statewide Student Database

	5. Increase in the funding for academic support for students majoring in STEM fields.	State legislation
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Priority 4: Developing Alabama's Economy and Workforce

Strategy	Performance Measures	Data Source
1. Increase each higher education institution's role as a steward of the community in their service area	1. Increase in campus activities with communities, organizations and businesses within their service area and the state	Campus Survey
	2. Increase in targeted funding assigned to the state's public colleges and universities to address workforce needs	State legislation
2. Identify the workforce needs of the state and region and address them	1. Increase in the percentage of graduates who remain and become employed in the state, number of graduates working in jobs for which they were trained/educated, wage data and production of credentials in high demand and high wage jobs	AL Department of Labor; US Bureau of Labor Statistics
	2. Reduction in worker shortages, both regionally and statewide	AL Department of Labor; ACHE

Priority 5: Organizational Effectiveness and Efficiency

Strategy	Performance Measures	Data Source
1. Optimize institutional performance	1. Institutions are funded comparable to the national and regional average	SHEEO
	2. Institutional outcomes are comparable to their institutional peers	US Department of Education IPEDS
2. Optimize coordinating board and system performance	1. Reduced time for academic program approval and renewal for public and private colleges and universities	ACHE
	2. Increased managerial resources for campuses using state higher education data	ACHE
	3. Additional funding for human capital development	State legislation
	4. Increase in student applications for state scholarships	ACHE; Southeast Alabama Community Foundation

DECISION ITEM B: Executive Budget Request for FY 2018-19

Staff Presenter: Mrs. Veronica M. Harris, Director of Accounting

Staff Recommendation: Staff recommends that the Commission approve the Alabama Commission on Higher Education's (ACHE) Executive Budget Request for FY 2018-19, as presented.

Background: The Code of Alabama, Title 41, Chapter 19, Section 6 (a) (3) states that, each state agency/department, on the date and in the form and content prescribed by the Department of Finance, shall prepare and forward to the Budget Officer the budget requested to carry out its proposed plans in the succeeding fiscal year. The budget request information shall include the expenditures during the last fiscal year, those estimated for the current fiscal year, those proposed for the succeeding fiscal year and any other information requested by the Department of Finance.

The Executive Budget Office's (EBO) due date for the FY 2018-19 budget requests was November 1, 2017. The budgeting guidelines from EBO and the FY 2017 year-end automated reports from the State financial systems were not available until October 2017. Therefore, sufficient data and required cost projection figures were not available to develop the detailed budget request in time for presentation to the Commission at the September meeting. In order to comply with the designated submission deadline, the budget request was submitted to EBO. Any changes made by this Commission will be submitted through a budget request revision. A summary of the request can be found under Attachment 1.

Currently, ACHE's budget is comprised of 25 separate line items. The majority of the activities conducted by the staff are funded by the Operations and Maintenance (O&M) line under Planning and Coordination Services. A description of each activity can be found under Attachment 2.

The following planning assumptions were used in developing the FY 2018-19 Executive Budget Request.

Planning and Coordination (Operations and Maintenance)

1. Increased employee termination costs (retirements) and replacements.
2. Increased costs for employer contributions for health insurance.
3. Increased costs for building operations and rent.
4. Increased Information Service Division (ISD) charges, postage, and telephone cost for services.
5. Increased costs for subscriptions, software purchases, replacement of computers and printers, UPS/FedEx shipping costs, State Higher Education Executive Officers Organization (SHEEO) dues, and general office supplies

6. Increased cost of the purchasing student data for Alabama residents attending out-of-state institutions from the National Student Clearinghouse and for Comptroller Office transaction charges.

Other Programs:

Alabama Student Assistance Program: A 100% increase is being requested for the state's need-based student financial aid program. In Alabama since 2011, tuition increased 27%, while state need-based aid was cut 83%. This request is the first step in helping to correct this problem.

Alabama Math and Science Teacher Education Program (AMSSTEP): A 123.08% increase is being requested for this program. Alabama is experiencing a critical shortage of secondary math and science teachers. This program is designed to decrease that shortage.

Five (5) percent increases are being requested for the following programs to offset increased operating costs and in some instances to offset rising tuition:

1. Alabama Student Grant Program
2. Alabama National Guard Educational Assistance Program
3. Southern Regional Educational Board
4. Network of Alabama Academic Libraries
5. Articulation and General Studies Committee / Statewide Transfer Articulation Reporting System (AGSC / STARS)
6. Experimental Program to Stimulate Competitive Research

A ten percent increase is being requested for the Police Officers and Firefighters Survivor's Educational Assistance Program to ensure that sufficient funds are available to meet obligations.

Level funding is being recommended for all other items in the budget.

New Requests:

Human Capital Development Fund - Funds from this program would be used by the state's colleges and universities to address critical workforce needs and to expand high-demand, high-wage programs of study. Appropriated funds will be distributed by ACHE among the campuses by competitive requests for proposals (RFP) based on workforce issues determined by the Governor's Workforce Council.

Non-Resident Alumni Recruitment Initiative - The purpose of this initiative would be to contact alumni from Alabama's public institutions working in other states and inform them of Alabama's robust economy and of employment opportunities in

the State in the hope that they would consider returning.

Supporting Documentation:

1. Attachment 1: Budget Request Summary is attached.
2. Attachment 2: ACHE Program Descriptions.
3. Executive Budget Request for Fiscal Year 2018-19 is available upon request.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 8, 2017

Attachment 1

STATE OF ALABAMA EBO Form No. 2		AGENCY BUDGET REQUEST SUMMARY BUDGET REQUEST		Agency: Alabama Commission on Higher Education Agency No.: 319 Page 1 of 2		
CODE NO.	PROGRAMS AND ACTIVITIES	ACTUAL EXPENDITURES 2017	BUDGETED EXPENDITURES 2018	REQUESTED EXPENDITURES 2019	INCREASE (DECREASE) FROM PRIOR YEAR	
					AMOUNT	PERCENT
172	PLANNING AND COORDINATION SERVICES					
0144	Postsecondary Education (ACHE O&M)	3,234,240	3,252,892	3,578,038	325,146	10.00%
0322	Non Resident Institutions	132,656	225,000	236,239	11,239	5.00%
1323	SARA - Reciprocity	24,538	200,000	200,000		
	TOTAL	3,391,434	3,677,892	4,014,277	336,385	9.15%
153	STUDENT ASSISTANCE					
0121	Alabama Student Assistance Program	2,897,529	2,897,551	5,795,102	2,897,551	100.00%
0122	Alabama Educational Grants Program	4,470,943	4,470,970	4,694,519	223,549	5.00%
0124	Alabama National Guard Educational Assistance Program	624,478	4,680,000	4,913,850	233,850	5.00%
0794	Police and Firefighter's Survivors Tuition Program	250,723	250,725	275,798	25,073	10.00%
1137	Math and Science Teacher Education Scholarship		325,000	725,000	400,000	123.08%
	TOTAL	8,243,673	12,624,246	16,404,269	3,780,023	29.94%
152	SUPPORT OF OTHER EDUCATIONAL ACTIVITIES					
0109	Southern Regional Education Board	624,944	624,950	656,171	31,221	5.00%
0118	Network of Alabama Academic Libraries	300,974	301,248	316,322	15,074	5.00%
0107	AGSC/STARS	374,855	374,867	393,629	18,762	5.00%
0116	Experimental Program to Stimulate Competitive Research	1,143,077	1,143,088	1,200,216	57,128	5.00%
0144	No Child Left Behind (Title II)	943,439	1,671,000	107,000		
0000	Human Capital Development Fund			5,000,000	5,000,000
	TOTAL	3,387,289	4,115,153	7,673,338	3,558,185	86.47%
151	SUPPORT OF STATE UNIVERSITIES					
0800	Alabama Agricultural Land Grant Alliance	5,241,283	5,241,283	5,241,283		
	TOTAL	5,241,283	5,241,283	5,241,283		
189	SUPPORT OF STATE PROGRAMS					
0306	Resource Conservation & Development Program (RC &D)	1,587,744	1,787,744	1,787,744		
0307	Soil and Water Conservation Committee Program	1,573,376	1,573,376	1,573,376		
0308	Alabama Forestry Foundation Black Belt Initiative	266,998	267,000	267,000		
0315	Alabama Black Belt Adventures	300,000	300,000	300,000		
0316	Alabama Black Belt Treasures	200,000	200,000	200,000		
1110	Alabama Humanities Foundation	330,000	330,000	330,000		
0318	Alabama Civil Air Patrol	75,000	75,000	75,000		
0319	National Computer Forensics Institute	250,000	250,000	250,000		
0320	Adaptive Sports Scholarship	60,000	60,000	60,000		
0321	Motorsports Hall of Fame	200,000	200,000	200,000		
1327	Alabama Trails Foundation		95,000	95,000		
0000	Non Resident Alumni Recruitment Initiative			80,000	80,000
	TOTAL	4,843,118	5,138,120	5,218,120	80,000	1.56%
	TOTAL EXPENDITURES	25,106,797	30,796,694	38,551,287	7,754,593	25.18%

Attachment 2

ALABAMA COMMISSION ON HIGHER EDUCATION
FY 2018-19 Budget Request
Program Descriptions

APPROPRIATION CLASS AND FUNCTION:

Appropriation Unit 172 - Planning and Coordination Services Program:

1. **Operations and Maintenance** – Provides funds for ACHE's mission objectives and for operating costs associated with ACHE's statutorily mandated functions.
2. **Local Fees** - These funds are considered non-reverting.
 - a. **Non-Resident Institution Program Review Fee (NRI)** – These are funds collected from non-resident institutions related to ACHE's academic program reviews.
 - b. **National Council for State Authorization Reciprocity Agreements Fee (NC-SARA)** – These funds are state processing fees collected from Alabama institutions who wish to participate in NC-SARA. NC-SARA is a voluntary agreement among member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

Appropriation Unit 153 - Student Financial Aid Programs:

1. **Alabama Student Assistance Program (ASAP)** – Provides funds for need-based scholarships to Alabama students attending in-state institutions. There is not a specific statute requiring that this program be funded from the ETF. If an institution qualifies to offer federal Pell Grants, it can participate in ASAP. The maximum award a recipient may receive is \$5,000 per academic year. This program was created in FY 1975-76
2. **Alabama Student Grant Program** (also known as the Alabama Educational Grant Program) – Provides tuition equalization grant funds to Alabama students attending in-state private, non-profit colleges and universities and to students attending other legislatively identified institutions. Funds are to be expended in accordance with *Code of Alabama 1975*, Sections 16-33A-1 through 16-33A-11. This program was created in 1978.
3. **Alabama National Guard Educational Assistance Program (ANGEAP)** – Provides scholarships for Alabama National Guard members attending in-state institutions. Funds are to be spent in accordance with *Code of Alabama 1975*, Sections 31-10-1 through 31-10-4 and Sections 31-10-20 through 31-10-25. This program was created in 1984.
4. **Police Officer's and Firefighter's Survivor Educational Assistance Program (POFSEAP)** - Provides scholarships for spouses and dependents of police officers, firefighters and rescue squad members that were either killed or permanently disabled in the line of duty. Funds are to be spent in accordance with *Code of Alabama 1975*, Section 36-21-105. This program was created in 1987.
5. **Alabama Math and Science Teacher Education Program (AMSTEP)** – Per Alabama Act 2017-335, this program provides grants to participating college and universities to support campus efforts to increase the number of persons completing coursework that would qualify them to sit for the state licensure exam for secondary math and science teacher education in order to address statewide shortages in those teaching fields. This program first appeared in the Commission's budget in FY 2017-18.

Appropriation Unit 152 - Support of Other Educational Activities Programs:

- 1. Southern Regional Education Board (SREB)** – This line item provides funds for the State's membership dues and for participation in the SREB Data Exchange. In addition, it pays for student and institutional participation in the Minority Doctoral Scholars Program and the Academic Common Market.
- 2. Network of Alabama Academic Libraries (NAAL)** – This line item provides funds for the coordination and development of activities associated with Alabama's academic libraries. NAAL encourages and facilitates the sharing of resources and also provides shared resources through the purchase of electronic databases.
- 3. Experimental Program to Stimulate Competitive Research (EPSCoR)** – This line item provides state funds for the administration of Alabama-EPSCoR and for Graduate Research Scholars Awards. The program is dedicated to the advancement of economic development via scientific and engineering research through a collaborative effort among the State's research universities. The focus of activities is designed to attract and retain distinguished scientists and researchers for Alabama; to develop new cutting-edge technologies and high-tech industry; and to stimulate state competitiveness in medicine, biotechnology, engineering, and other applied sciences.
- 4. Articulation and General Studies Committee (AGSC) / Statewide Transfer and Articulation Reporting System (STARS)** – This line item provides funds for the development and operation of the State's articulation system by Troy University. The computer-based articulation system, known as STARS, generates an agreement between two-year college students and senior universities to accept courses from the school they are transferring from to the school they are transferring to so the student will not lose credit for courses taken.
- 5. No Child Left Behind** (also known as Post-Secondary Education) (Federal Funds) – This line provides federal funds to Alabama institutions for the professional development of Alabama K-12 teachers and for innovative teaching programs in math and science.

Appropriation Unit 151 - Support of State Universities:

- 1. Alabama Agricultural Land Grant Alliance Program (AALGA)** – These funds are used for agricultural research and for federal matching funds. The AALGA member universities are Alabama A&M University – The Winfred Thomas Agricultural Research Station; Auburn University – The Alabama Agricultural Experiment Station; and Tuskegee University – The George Washington Carver Agricultural Experiment Station.
 - a. **Federal Match** – the funds are used to obtain matching federal funds.
 - b. **McIntire-Stennis Forestry Research Initiative Matching Program** – This program is a federal-state partnership for research on forest resources funded through United State Department of Agriculture's Cooperative State Research, Education and Extension Service (USDA-CSREES). This program is instrumental in developing new knowledge and innovations to sustain healthy, productive forests. It is critical to addressing the challenges facing forest owners, forest products manufacturers and all Americans who benefit from our forest resources.

Appropriation Unit 189 - Support of State Programs:

1. **Alabama Resource Conservation and Development Council (RC&D)** - The funds from this line item are used to coordinate the activities of the nine (9) regional RC&D councils and to promote resource conservation activities in Alabama and on the national level. This line item first appeared in the Commission's budget in FY 2011-12.
2. **Soil and Water Conservation Committee** - The purpose of this line item is to support local landowners within the 67 soil and water conservation districts within the state in securing federal grant money for conservation activities. This line item first appeared in the Commission's budget in FY 2011-12.
3. **Alabama Forestry Foundation's Black Belt Initiative** - The purpose of the Black Belt Initiative is to increase the number of minority students enrolled in forestry programs at the university level. Funds also are used to support the promotion of math and science at the upper elementary school level in the Black Belt. This line item first appeared in the Commission's budget in FY 2011-12.
4. **Black Belt Adventures** – Funds from this line item are used to promote the activities of Alabama Black Belt Adventures (ALBBA), which is a non-profit organization committed to promoting outdoor recreation and tourism opportunities in the state's 23-county Black Belt region. ALBBA is composed of a consortium of over 50 hunting and fishing lodges. This line item first appeared in the Commission's budget in FY 2012-13.
5. **Black Belt Treasures** – Funds from this line item are used to help stimulate the economy in Alabama's Black Belt region through the promotion of regional art and fine crafts. It also provides regional artisans a means to promote and sell their products to a larger market, and provides arts education to area residents. This line item first appeared in the Commission's budget in FY 2012-13.
6. **Civil Air Patrol** – The funds from this line item are used to support: educational meetings, conferences and professional development seminars; aerospace training and workshops; educational products and services for teachers and students; activities and competitions for cadets at local, state, regional and national levels; the purchase of emergency services equipment, supplies and training materials; ground team and aircrew training and corporate missions not otherwise provided under federal authority; and the ancillary administrative costs related to these areas. This line item first appeared in the Commission's budget in FY 2012-13.
7. **National Computer Forensics Institute** - The funds from this line item are used to help provide highly specialized extended training courses to judges, prosecutors and law enforcement personnel in order to increase their proficiency and general understanding in the use and application of computer crime and digital evidence. These funds are provided to the Office of Prosecution Services (OPS) and support two full-time OPS employees located at the Institute. This line item first appeared in the Commission's budget in FY 2012-13.

- 8. Adaptive and Disability Sports Education** – This program, which goes by the name Disability Sports Network (DSN), is housed on the campus of Huntingdon College. DSN was established to serve youth and young adults with disabilities in the River Region who have the desire to participate in Disability Sports. Through partnerships with other colleges and universities, Montgomery Public Schools, collegiate sport teams, state and city offices, and community groups, Huntingdon College has established comprehensive program goals, coordinated all activities in the network, delivered wheelchair sport programs, assessed the program outcomes and assisted in the development of new adapted physical activity and disability sport professionals. This line item first appeared in the Commission's budget in FY 2013-14.
- 9. International Motor Sports Hall of Fame** – Funds from this line item will be used to perform deferred maintenance on the existing facility and to supplement salaries for personnel. This line item first appeared in the Commission's budget in FY 2015-16.
- 10. Alabama Humanities Foundation** – Funds from this line item will be used to support the bicentennial celebrations of Alabama's statehood. This line item first appeared in the Commission's budget in FY 2016-17.
- 11. Alabama Trails Foundation** – the goal of this foundation is to utilize a statewide, coordinated approach in fostering vigorous participation by local, regional, state and federal agencies, stakeholders, higher education centers and non-profit organizations to create the framework to link trails with people; people with their communities; and explorers of all ages with Alabama's outdoors. The funding obtained through the Foundation will be used to assist in meeting local needs, goals, and leadership to accomplish the overall mission and goals as stated in the enabling legislation for the Alabama Trails Commission, under the coordination of the Commission and the Board of Directors of the Foundation. This line item first appeared in the Commission's budget in FY 2017-18.

New Program Requests for FY 2018-19

- 1. Human Capital Development Fund** - Funds will be used by the state's colleges and universities to address critical workforce needs and to expand high-demand, high-wage programs of study. Appropriated funds will be distributed by ACHE among the campuses by competitive requests for proposals (RFP) based on workforce issues determined by the Governor's Workforce Council.
- 2. Non-Resident Alumni Recruitment Initiative** - The purpose of this initiative is to contact alumni from Alabama's public institutions working in other states and inform them of Alabama's robust economy and inform them of employment opportunities in the State in the hope that they would consider returning.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 8, 2017
Decision Item

DECISION ITEM C: Consolidated Budget Recommendation for
FY 2018-2019

Staff Presenter: Ms. Susan J. Cagle
Director of Institutional Finance and Facilities

Staff Recommendation: That the Commission approve the FY 2018-2019 Consolidated Budget Recommendation (CBR) as presented by the Commission staff.

Background: Section 16-5-9(b) of the Code of Alabama states that "...The Commission ... shall present to each institution and the Governor and legislature, a single unified budget report containing budget recommendations for the separate appropriations to each of the institutions."

Staff prepared the FY 2018-2019 ACHE Standard Calculation and sent it to the institutions for review. Estimations of the cost of the rate increases for PEEHIP, TRS, and the four-year institutions' retirees included in PEEHIP have been prepared by staff. The FY 2018-2019 requests presented by the institutions in the Executive Budget Office request forms are being reviewed.

Staff is drafting and will send to the Commissioners a FY 2018-2019 CBR scenario in preparation for discussion at the December 8, 2017 Commission meeting.

Supporting Documentation: 1. Consolidated Budget Recommendation, FY 2018-2019, will be presented at the December 8, 2017 Commission meeting.

<u>DECISION ITEM D:</u>	<u>Report on the Facilities Master Plan and Capital Projects Requests for FY 2018-2019 – FY 2022-2023</u>
<u>Staff Presenter:</u>	Ms. Susan J. Cagle Director of Institutional Finance and Facilities
<u>Staff Recommendation:</u>	That the Alabama Commission on Higher Education receive the report on the Facilities Master Plan and Capital Projects Requests as submitted by the staff.
<u>Background:</u>	<p>Section 16-5-15 of the Code of Alabama requires that each institution annually provide a five-year master plan regarding facilities to the Commission. Each institution is also required to prioritize its capital requests and to provide a needs assessment for requested projects.</p> <p>All public four-year institutions and all two-year institutions have submitted Facilities Master Plans. Commission staff have summarized the submissions in the following report. The staff requests that the Commission receive the report on the Facilities Master Plan and Capital Projects Requests as submitted by the staff.</p>
<u>Supporting Documentation:</u>	<p>Report on the Facilities Master Plan and Capital Projects Requests for FY 2018-2019 – 2022-2023, attached.</p> <p>Copies of each institution's Facilities Master Plan and Capital Projects Requests reports for FY 2018-2019 – 2022-2023 are available upon request.</p>

ALABAMA COMMISSION ON HIGHER EDUCATION

REPORT ON FACILITIES MASTER PLAN

AND

CAPITAL PROJECTS REQUESTS

FY 2019 - 2023

FOR ALL PUBLIC
HIGHER EDUCATION INSTITUTIONS

December 2017

FACILITIES MASTER PLAN AND CAPITAL PROJECTS REQUESTS

Section 16-5-15 of the Code of Alabama requires all public institutions of higher education to submit to the Alabama Commission on Higher Education a facilities master plan. This plan is to include all capital project proposals and requires prioritizing of the capital improvement budget requests.

Project Requests

All public two and four-year institutions submitted the Facilities Master Plan to the Alabama Commission on Higher Education in accordance with Section 16-5-15. The five years reported are broken into three time segments: Immediate, Intermediate, and Long-Term capital projects. Immediate projects are defined as those within the first year of the master planning cycle (FY 2018-2019). Intermediate projects are defined as those within the second year of the planning cycle (FY 2019-2020) while Long-Term projects fall into the last three years of the planning cycle (FY 2020-2021, 2021-2022, and 2022-2023). The projects are further divided into four separate project categories: New Construction/Acquisition; Renovation and Remodeling; Major Capital Equipment; and Deferred Maintenance/Facilities Renewal. The charts immediately following this section show the percentage of Immediate, Intermediate, Long-Term, and Total projects broken into the project categories and into the projected funding sources.

Immediate Capital Projects

Table 1 summarizes the Immediate (Year 1) capital projects proposed by the institutions. As detailed on Table 1, \$1,318,778,514 was requested in Immediate capital projects, 28.6% (\$376,884,644) of which entail requests for funds from the Education Trust Fund (ETF) (Table 4). An additional 6.96% (\$91,734,000) of funds were projected to come from other State sources such as bond issues or the ETF Advancement and Technology Fund. Institutions also use funds they have raised in capital campaigns and federal and local funds, along with other sources to fund proposed capital projects.

Approximately 34.72% of all funds requested for Immediate capital projects are going for Renovation/Major Remodeling and Deferred Maintenance/Facilities Renewal Projects. An additional 3.1% of the funds requested are for Major Capital Equipment. Many of the projects in this category would also qualify in the Deferred Maintenance/Facilities Renewal column. As can be seen by this, almost forty percent (40%) of all funds requested for Immediate Capital projects would go toward projects for the maintenance, alteration, and repair of existing facilities.

Intermediate and Long-Term Projects

Table 2 provides a summary of the Intermediate (Year 2) Capital Projects Requests. The Intermediate Projects amount to \$975,210,346. Table 5 shows that almost 30% of these projects are projected to be funded with either ETF or other State funds. Thirty-eight percent (37.8%) of the requested funds for these projects fall in categories other than New Construction/Acquisition. Funding sources for the Long-Term projects are often just estimates at this point, but currently, as shown on Table 6, over fifty percent (54.6%) of the funding is anticipated to come from the ETF or other State-related fund. Fifty-five percent, of all of the Long-Term projects fall into categories other than New Construction/Acquisition.

Summary

In summary, almost 50% of all capital projects requests are maintenance, alterations, or repairs of existing facilities or equipment. Forty-five percent or about \$2.3 billion, of all of the funds requested for the projects listed on the Facilities Master Plans were projected to come from either ETF or other State funds. A total of almost \$5.1 billion is projected as being needed to cover the capital projects requests of the four and two-year institutions over the next five years.

Bond Issues

The State of Alabama does not provide regular funding for capital projects for education; this is true for K-12 as well as Postsecondary Education. The recent creation of the Education Trust Fund (ETF) Advancement and Technology Fund might someday be a source of funds for capital projects for both sectors, however these funds are still relatively limited with only a total of \$56,386,922 due to be distributed for FY 2016 and no funds available for FY 2017. The amount for Higher Education from the FY 2016 amount is \$15,089,140. In order to pay for capital projects, the institutions must find funds from other sources. One of these sources is bonds. The institutions in Alabama are allowed to float their own bond issues. The four- and two-year institutions currently have approximately \$3.5 billion in bonds outstanding, as shown on Table 7. As with all debt, these funds must be paid back and the institutions paid approximately \$256 million in debt service in the last fiscal year to pay these bonds off. The source of revenue to pay these bonds is usually through tuition or fees that the students pay.

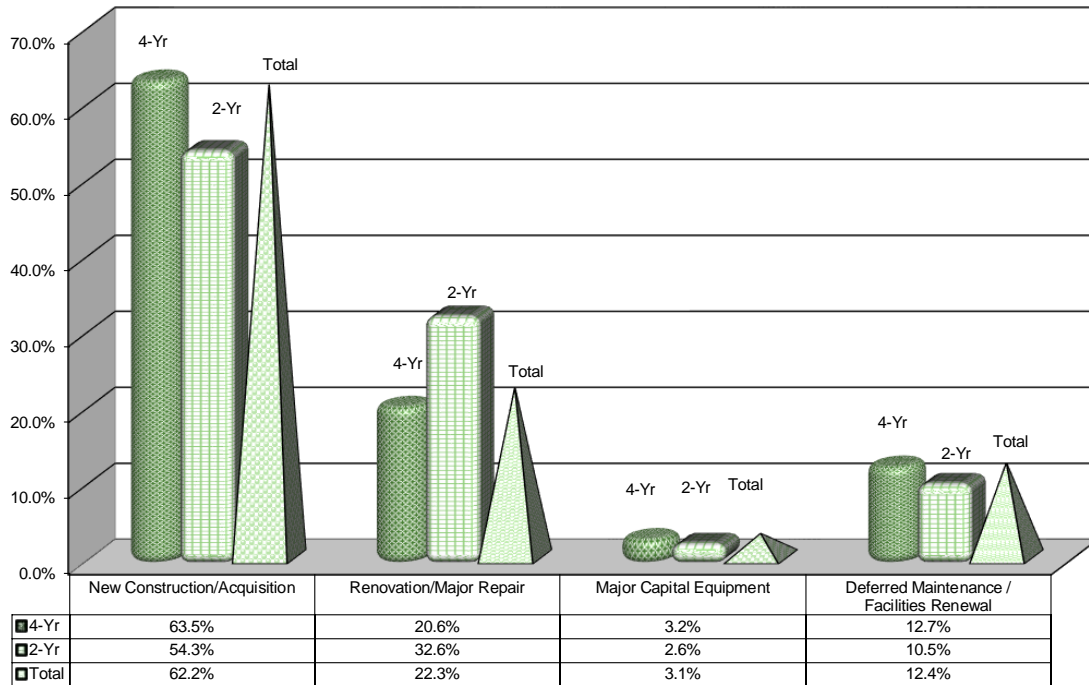
Age of Buildings

Many readers may be struck by the magnitude of the estimated five-year capital needs and the amount of debt being incurred by the institutions for bond issues. Much of the need reflected in these requests is the inevitable outcome of decades of inadequate and inconsistent attention to capital needs in appropriations for Alabama's Public Colleges and Universities. According to the Fall 2017 Facilities Inventory Report, forty percent of the buildings being used by the public colleges and universities in Alabama were built between 1960 and 1989. The newest of these buildings have twenty-eight years of use and the oldest are nearing 60 years of age, beyond the "useful life" of major building components. Add to this group the 14% of our buildings built prior to 1960 and there should be no surprise at significant requests for capital funds to deal with repairs and replacements.

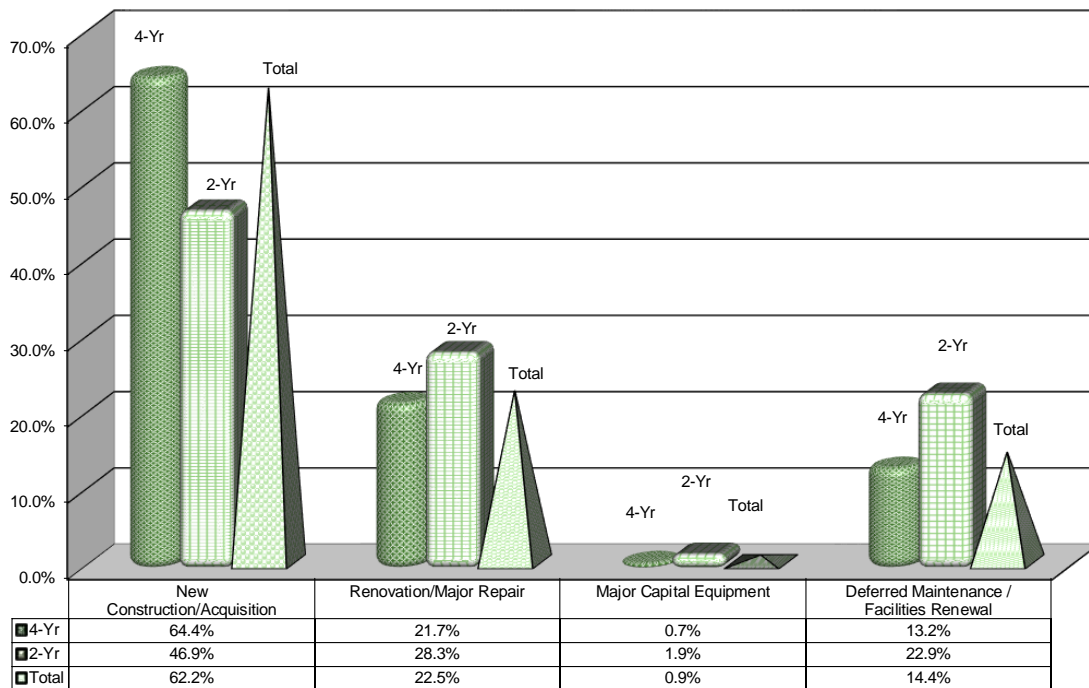
Institutional Facilities Master Plans and Capital Projects Requests

Copies of each institution's Facilities Master Plan and Capital Projects Requests for the five year reporting period, along with the bond report and projects descriptions have been placed on the Commission's website. These reports go into more detail about each Immediate and Intermediate Capital Requirements project. Estimated cost and net and gross square footage are detailed in these reports. A brief statement of justification for the project is also included for each project. These reports are currently available upon request and will be included with the report when it is placed on the Commission's website.

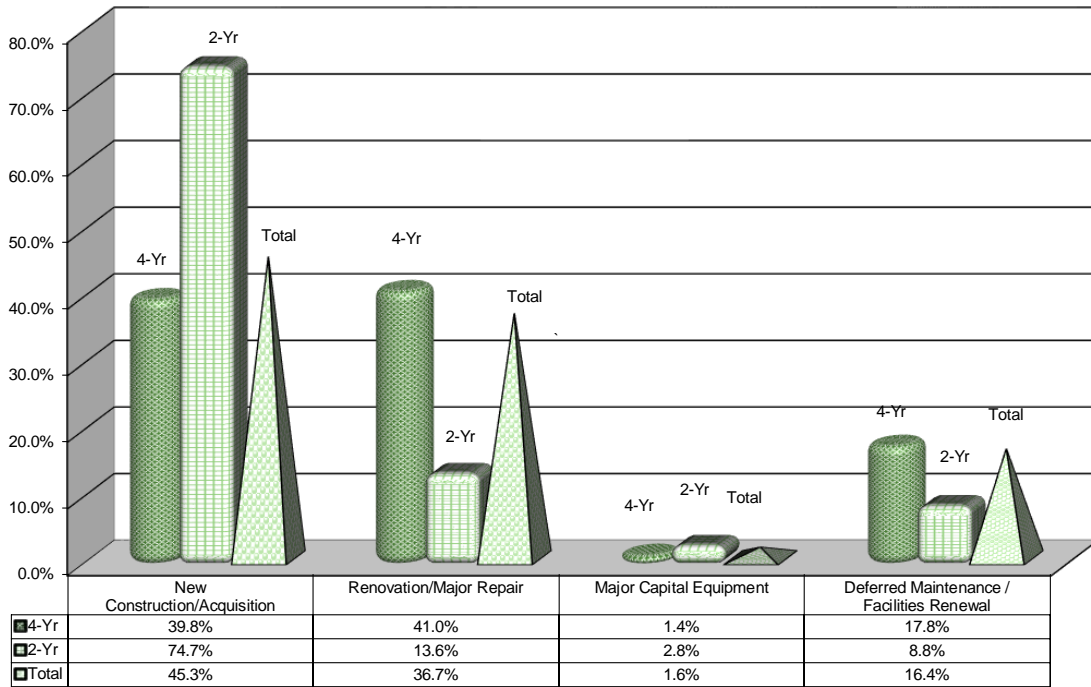
Immediate Capital Requirements Projects by Category - FY 2018-2019



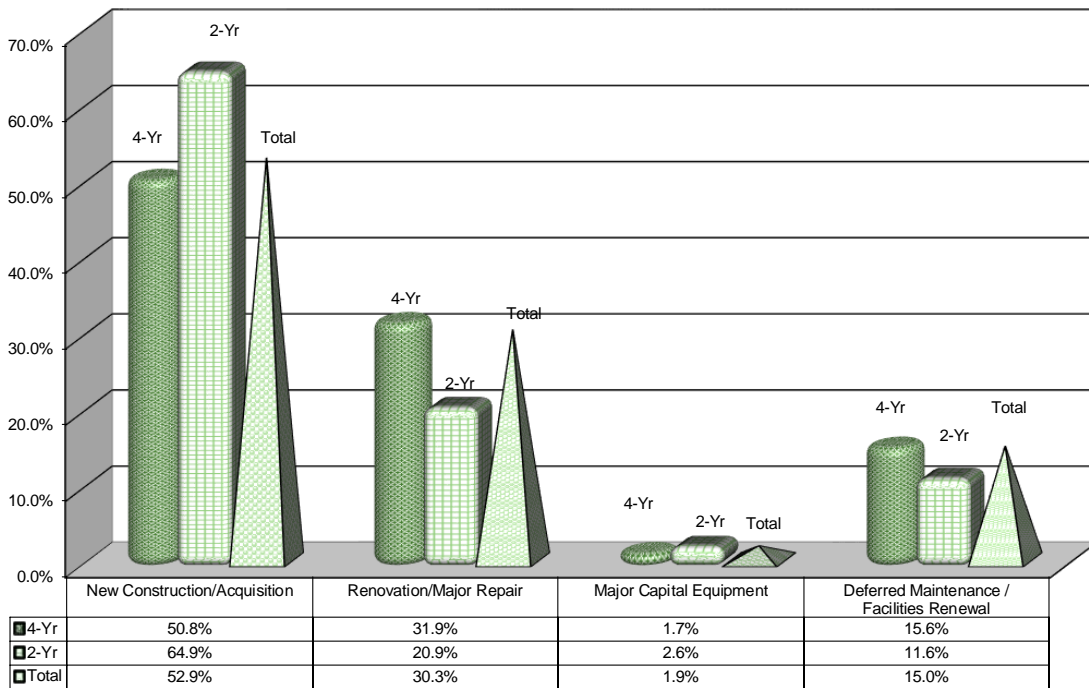
Intermediate Capital Requirements by Category - FY 2019-2020



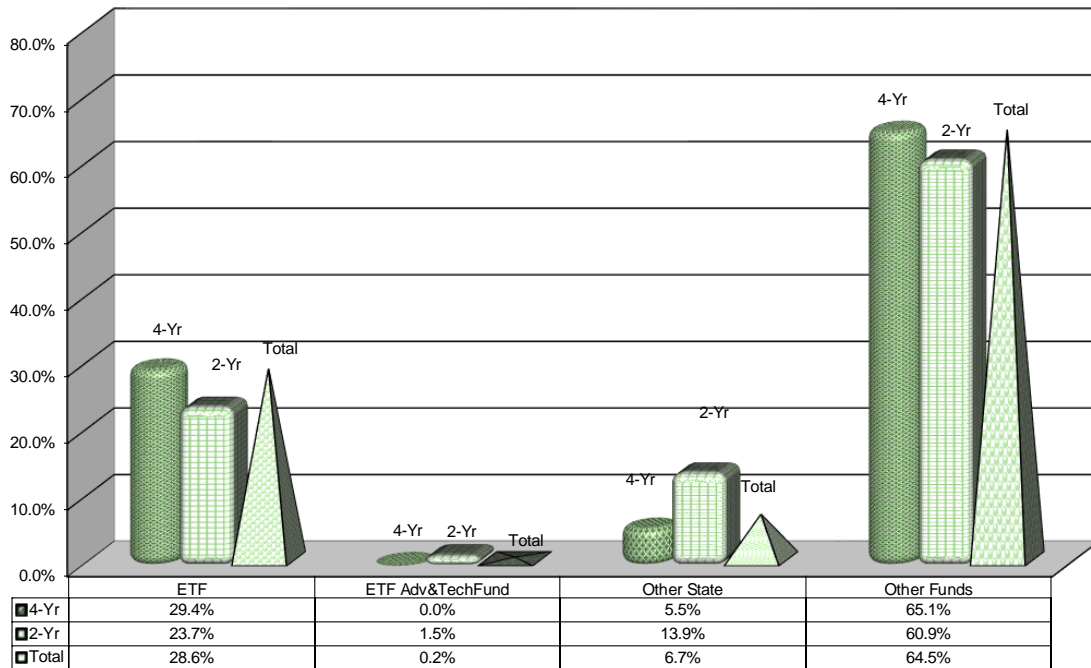
Long-Term Capital Requirements by Category FY 2020-2021 - 2022-2023



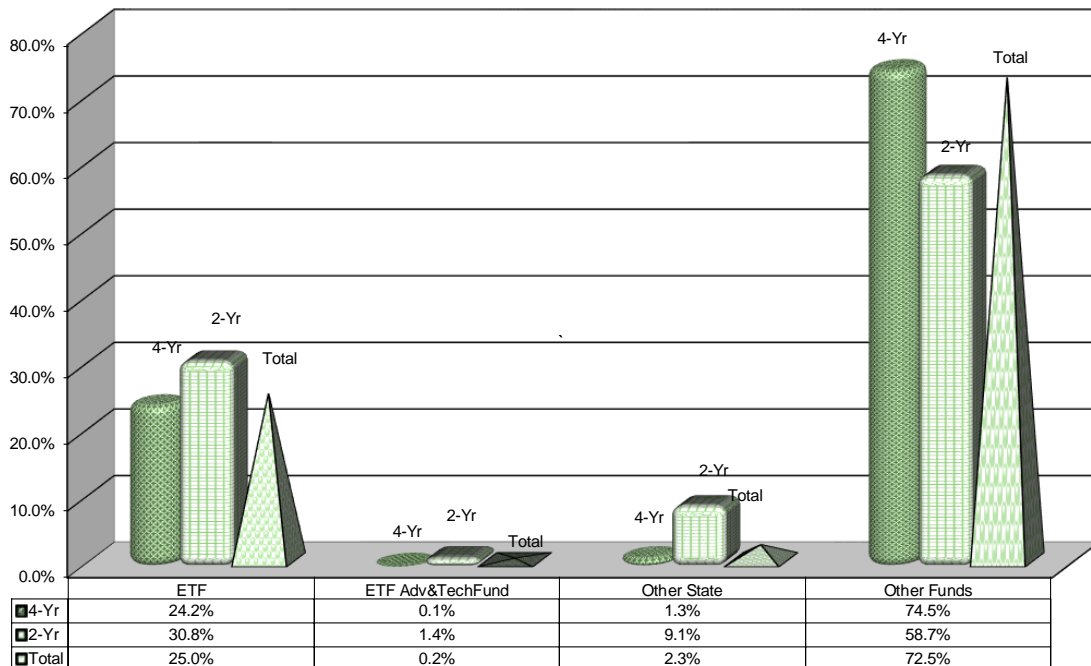
Total Capital Requirements by Category FY 2018-2019 - 2022-2023



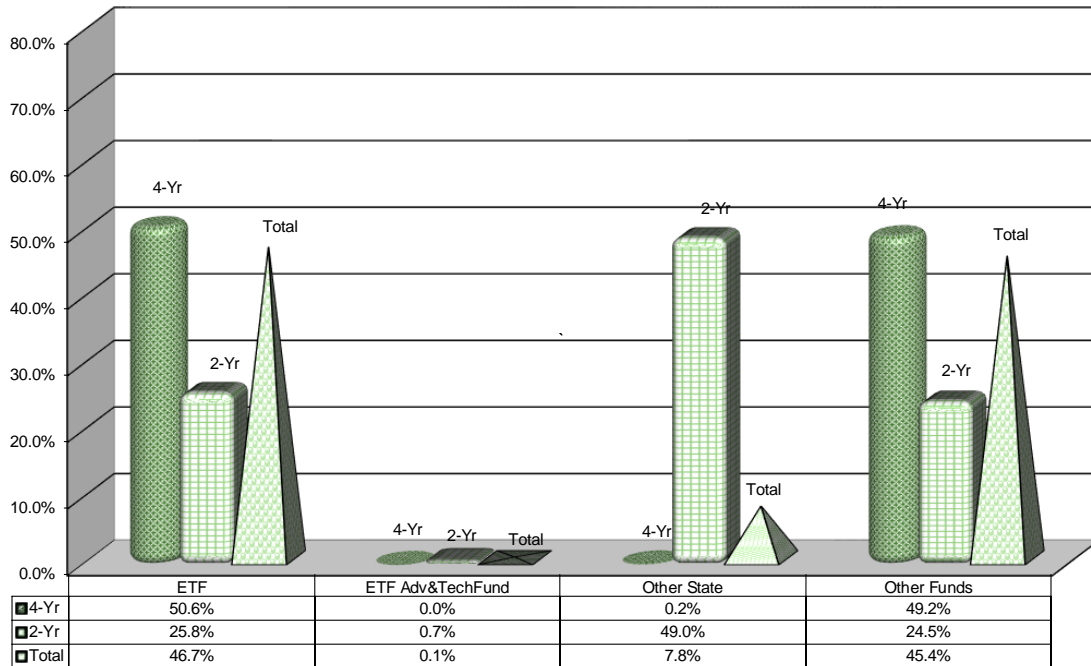
Immediate Capital Requirements Projects by Projected Funding Source - FY 2018-2019



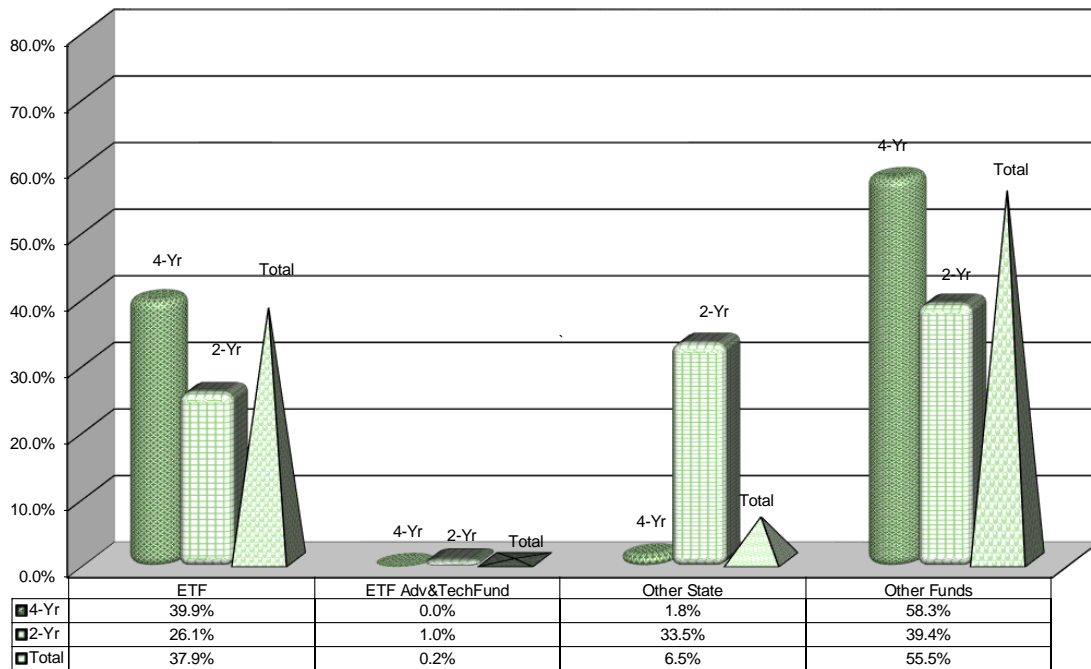
Intermediate Capital Requirements by Projected Funding Source - FY 2019-2020



Long-Term Capital Requirements by Projected Funding Source FY 2020-2021 - 2022-2023



Total Capital Requirements by Projected Funding Sources FY 2018-2019 - 2022-2023



ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 10, 2017

Physical Plant By Year of Construction
Alabama Public Colleges and Universities
1819-2017
Gross Square Feet (GSF)

Decade	Total Senior			Total Two-Year			Total Dauphin Island Sealab/MESC			Total All		
	Total GSF	Percent of Total	Cumulative Percent	Total GSF	Percent of Total	Cumulative Percent	Total GSF	Percent of Total	Cumulative Percent	Total GSF	Percent of Total	Cumulative Percent
Unknown	704,079	1.005%		26,037	0.194%					730,116	0.874%	
1810-1819	918	0.001%	1.007%	2,948	0.022%	0.216%				3,866	0.005%	0.878%
1820-1829	24,244	0.035%	1.041%	—	—	—				24,244	0.029%	0.907%
1830-1839	24,362	0.035%	1.076%	720	0.005%	0.222%				25,082	0.030%	0.937%
1840-1849	86,340	0.123%	1.200%	—	—	—				86,340	0.103%	1.040%
1850-1859	55,793	0.080%	1.279%	27,064	0.202%	0.424%				82,857	0.099%	1.140%
1860-1869	66,400	0.095%	1.374%	—	—	—				66,400	0.079%	1.219%
1870-1879	—	—	—	—	—	—				0	0.000%	1.219%
1880-1889	157,012	0.224%	1.598%	—	—	—				157,012	0.188%	1.407%
1890-1899	13,515	0.019%	1.618%	—	—	—				13,515	0.016%	1.423%
1900-1909	414,270	0.592%	2.209%	3,530	0.026%	0.450%				417,800	0.500%	1.923%
1910-1919	373,586	0.534%	2.743%	7,442	0.056%	0.505%				381,028	0.456%	2.379%
1920-1929	2,764,792	3.948%	6.691%	208,965	1.559%	2.065%				2,973,757	3.558%	5.937%
1930-1939	2,979,770	4.255%	10.946%	91,470	0.682%	2.747%				3,071,240	3.674%	9.611%
1940-1949	1,013,725	1.448%	12.394%	181,655	1.355%	4.103%	8,344	5.265%	5.265%	1,203,724	1.440%	11.051%
1950-1959	2,614,760	3.734%	16.128%	352,070	2.627%	6.729%	86,404	54.516%	59.780%	3,053,234	3.653%	14.704%
1960-1969	10,062,107	14.370%	30.498%	3,420,545	25.522%	32.252%	—	—	—	13,482,652	16.131%	30.834%
1970-1979	9,035,392	12.903%	43.401%	2,617,814	19.533%	51.784%	—	—	—	11,653,206	13.942%	44.776%
1980-1989	7,077,599	10.107%	53.509%	1,150,990	8.588%	60.372%	5,616	3.543%	63.324%	8,234,205	9.851%	54.628%
1990-1999	8,129,433	11.610%	65.118%	2,071,355	15.455%	75.827%	17,102	10.790%	74.114%	10,217,890	12.225%	66.852%
2000-2009	13,228,371	18.891%	84.009%	2,146,872	16.019%	91.846%	28,600	18.045%	92.159%	15,403,843	18.429%	85.281%
2010-2017	11,197,252	15.991%	100.000%	1,092,827	8.154%	100.000%	12,428	7.841%	100.000%	12,302,507	14.719%	100.000%
Total	70,023,720	100.000%		13,402,304	100.000%		158,494	100.000%		83,584,518	100.000%	

Source: Alabama Commission on Higher Education's Fall 2017 Facilities Inventory survey.

Summary Tables

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 10, 2017

Table 1

Summary Table
Immediate Capital Projects
By Type of Project
All Public Higher Education Institutions

Immediate Capital Projects - Year 1 (FY 2018-2019)					
Institution	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost
Alabama A&M University		\$10,220,000		\$5,475,000	\$15,695,000
Alabama State University	59,842,000	3,500,000		2,000,000	65,342,000
Athens State University	3,500,000	1,500,000	750,000	600,000	6,350,000
Auburn University	166,800,000	1,400,000		26,500,000	194,700,000
Auburn Univ Montgomery				1,000,000	1,000,000
Jacksonville State Univ				8,500,000	8,500,000
Troy University	59,000,000	31,500,000	260,000	15,819,270	106,579,270
University of Alabama	164,204,335	141,875,643		15,302,000	321,381,978
Univ of Alabama at Birmingham	148,000,000	20,000,000	31,300,000	52,420,000	251,720,000
Univ of Alabama in Huntsville	14,000,000	15,000,000	2,500,000	4,600,000	36,100,000
University of Montevallo	25,000,000	300,000	500,000	500,000	26,300,000
University of North Alabama	20,000,000	1,500,000		2,250,000	23,750,000
University of South Alabama	35,000,000	1,464,764		2,300,000	38,764,764
University of West Alabama	12,000,000	3,150,000		6,100,000	21,250,000
Dauphin Isl Sea Lab /MESC	8,500,000	550,000	465,000		9,515,000
SR & Dauphin Isl Total	715,846,335	231,960,407	35,775,000	143,366,270	1,126,948,012
Bevill State Community College		4,300,000	400,000	650,000	5,350,000
Bishop State Comm College	19,000,000	23,350,000	274,500	747,390	43,371,890
Calhoun State Comm College	228,000	1,240,000		1,385,000	2,853,000
Central Alabama Comm College	3,500,000	930,000	50,000	100,000	4,580,000
Chatt Valley Community College	60,000	105,000	50,000	140,000	355,000
Coastal Alabama Comm College	9,000,000	789,325	500,000	3,382,834	13,672,159
Drake State Com & Tech College		425,000		100,000	525,000
Enterprise State Comm College		7,850,000	750,000	1,350,000	9,950,000
Gadsden State Comm College	2,500,000	1,600,000	1,000,000	2,800,000	7,900,000
Ingram State Technical College	525,000	85,000	50,000	172,000	832,000
Jefferson State Comm College				300,000	300,000
Lawson St Community College	20,275,000	525,000		450,000	21,250,000
L. B. Wallace Comm College		1,000,000		650,000	1,650,000
Marion Military Institute		543,000			543,000
Northeast AL Comm College				550,000	550,000
Northwest-Shoals Com College	900,000	310,000	425,000	200,000	1,835,000
Reid State Technical College				225,000	225,000
Shelton State Comm College	990,000	800,000	1,250,000	950,000	3,990,000
Snead State Comm College		9,000,000		960,000	9,960,000
Southern Union St Comm Coll	19,000,000				19,000,000
Trenholm St Comm College		4,780,590		57,863	4,838,453
Wall St Comm College - Dothan	300,000	2,311,000		320,000	2,931,000
Wall St Comm Coll - Hanceville	6,400,000	2,000,000		2,669,000	11,069,000
Wall St Comm College - Selma	21,500,000	500,000	300,000	2,000,000	24,300,000
Total Comm & Tech	104,178,000	62,443,915	5,049,500	20,159,087	191,830,502
TOTAL	\$820,024,335	\$294,404,322	\$40,824,500	\$163,525,357	\$1,318,778,514

Source: Facilities Master Plan / Capital Project Request, FY 2019 - 2023.

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Table 2

Summary Table
Intermediate Capital Projects
By Type of Project
All Public Higher Education Institutions

Intermediate Capital Projects - Year 2 (FY 2019-2020)					
Institution	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost
Alabama A&M University		\$2,963,000		\$3,190,000	\$6,153,000
Alabama State University	30,000,000	33,240,000		3,853,000	\$67,093,000
Athens State University	2,000,000	9,250,000	450,000	400,000	\$12,100,000
Auburn University	158,000,000			11,000,000	\$169,000,000
Auburn Univ Montgomery				1,000,000	\$1,000,000
Jacksonville State Univ	3,500,000		1,000,000	10,000,000	\$14,500,000
Troy University	2,400,000	1,350,000	75,000	8,691,064	\$12,516,064
University of Alabama	169,745,405	60,474,000		18,110,000	\$248,329,405
Univ of Alabama at Birmingham	91,000,000	58,500,000		34,065,750	\$183,565,750
Univ of Alabama in Huntsville	51,000,000	1,500,000	1,500,000	4,545,000	\$58,545,000
University of Montevallo		2,125,000	250,000	850,000	\$3,225,000
University of North Alabama	25,200,000	13,000,000		9,000,000	\$47,200,000
University of South Alabama	15,000,000		3,000,000	2,000,000	\$20,000,000
University of West Alabama	150,000	1,800,000		5,450,000	\$7,400,000
Dauphin Isl Sea Lab /MESC					
SR & Dauphin Isl Total	547,995,405	184,202,000	6,275,000	112,154,814	850,627,219
Bevill State Community College		3,800,000		3,750,000	\$7,550,000
Bishop State Comm College	14,800,000	3,550,000		6,200,000	\$24,550,000
Calhoun State Comm College	2,500,000	531,000		831,000	\$3,862,000
Central Alabama Comm College			30,000		\$30,000
Chatt Valley Community College	42,000	55,000		55,000	\$152,000
Coastal Alabama Comm College	500,000	5,045,452		1,625,000	\$7,170,452
Drake State Com & Tech College				200,000	\$200,000
Enterprise State Comm College	350,000	2,000,000	500,000	330,000	\$3,180,000
Gadsden State Comm College	25,300,000	6,500,000	1,000,000	4,653,000	\$37,453,000
Ingram State Technical College		60,000		20,000	\$80,000
Jefferson State Comm College				275,000	\$275,000
Lawson St Community College		5,500,000		450,000	\$5,950,000
L. B. Wallace Comm College		400,000			\$400,000
Marion Military Institute					
Northeast AL Comm College				500,000	\$500,000
Northwest-Shoals Com College	3,000,000			85,000	\$3,085,000
Reid State Technical College		500,000		325,000	\$825,000
Shelton State Comm College	1,000,000			275,000	\$1,275,000
Snead State Comm College	3,000,000			650,000	\$3,650,000
Southern Union St Comm Coll		5,750,000			\$5,750,000
Trenholm St Comm College		1,500,000			\$1,500,000
Wall St Comm College - Dothan	2,252,675	100,000	250,000	600,000	\$3,202,675
Wall St Comm Coll - Hanceville	100,000		550,000	1,693,000	\$2,343,000
Wall St Comm College - Selma	5,600,000			6,000,000	\$11,600,000
Total Comm & Tech	58,444,675	35,291,452	2,330,000	28,517,000	124,583,127
TOTAL	\$606,440,080	\$219,493,452	\$8,605,000	\$140,671,814	\$975,210,346

Source: Facilities Master Plan / Capital Project Request, FY 2019 - 2023.

ALABAMA COMMISSION ON HIGHER EDUCATION
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Table 3

Summary Table
Long-Term Capital Projects
By Type of Project
All Public Higher Education Institutions

Institution	Long Term Capital Projects - Years 3-5 (FY 2020-2021 - 2022-2023)					Estimated 5-Year Project Cost
	New Construction	Renovation/ Major Remodeling	Major Capital Equipment	Deferred Maintenance/ Fac Renewal	Total Estimated Cost	
Alabama A&M University		\$8,650,000		\$10,500,000	\$19,150,000	\$40,998,000
Alabama State University	65,000,000	36,000,000		15,500,000	\$116,500,000	248,935,000
Athens State University	13,750,000	200,000		75,000	\$14,025,000	32,475,000
Auburn University	253,000,000	140,000,000		35,000,000	\$428,000,000	791,700,000
Auburn Univ Montgomery		600,000		3,000,000	\$3,600,000	5,600,000
Jacksonville State Univ	109,000,000	90,000,000		10,500,000	\$209,500,000	232,500,000
Troy University	54,600,000	21,400,000	32,700,000	13,960,771	\$122,660,771	241,756,105
University of Alabama	166,052,480	441,796,490		51,957,000	\$659,805,970	1,229,517,353
Univ of Alabama at Birmingham	57,000,000	180,500,000		102,351,000	\$339,851,000	775,136,750
Univ of Alabama in Huntsville	108,000,000	5,500,000		15,225,000	\$128,725,000	223,370,000
University of Montevallo	15,000,000	1,000,000		600,000	\$16,600,000	46,125,000
University of North Alabama	25,000,000			10,000,000	\$35,000,000	105,950,000
University of South Alabama	53,000,000	29,000,000		151,600,627	\$233,600,627	292,365,391
University of West Alabama	25,500,000	19,000,000		1,895,000	\$46,395,000	75,045,000
Dauphin Isl Sea Lab /MESC						9,515,000
SR & Dauphin Isl Total	944,902,480	973,646,490	32,700,000	422,164,398	2,373,413,368	4,350,988,599
Bevill State Community College		1,600,000		1,250,000	\$2,850,000	15,750,000
Bishop State Comm College		1,200,000		850,000	\$2,050,000	69,971,890
Calhoun State Comm College	6,000,000	6,300,000	1,368,773	6,931,434	\$20,600,207	27,315,207
Central Alabama Comm College		525,000		800,000	\$1,325,000	5,935,000
Chatt Valley Community College	720,000	200,000	490,000	430,000	\$1,840,000	2,347,000
Coastal Alabama Comm College	23,200,000	4,142,371	1,500,000	5,853,351	\$34,695,722	55,538,333
Drake State Com & Tech College	60,000,000	3,450,000		6,000,000	\$69,450,000	70,175,000
Enterprise State Comm College		7,000,000		1,050,000	\$8,050,000	21,180,000
Gadsden State Comm College	38,300,000	8,770,000		4,435,000	\$51,505,000	96,858,000
Ingram State Technical College	1,200,000			200,000	\$1,400,000	2,312,000
Jefferson State Comm College	26,000,000				\$26,000,000	26,575,000
Lawson St Community College	2,000,000			450,000	\$2,450,000	29,650,000
L. B. Wallace Comm College	7,500,000	1,500,000			\$9,000,000	11,050,000
Marion Military Institute	19,402,089	13,450,527		2,228,303	\$35,080,919	35,623,919
Northeast AL Comm College	16,000,000				\$16,000,000	17,050,000
Northwest-Shoals Com College	5,000,000		185,000	1,070,000	\$6,255,000	11,175,000
Reid State Technical College	250,000	500,000	200,000	875,000	\$1,825,000	2,875,000
Shelton State Comm College	62,000,000	1,500,000			\$63,500,000	68,765,000
Snead State Comm College		1,150,000		575,000	\$1,725,000	15,335,000
Southern Union St Comm Coll						24,750,000
Trenholm St Comm College		2,300,000		1,500,000	\$3,800,000	10,138,453
Wall St Comm College - Dothan	7,675,000	353,200		590,000	\$8,618,200	14,751,875
Wall St Comm Coll - Hanceville	32,800,000	6,000,000	1,750,000	1,630,000	\$42,180,000	55,592,000
Wall St Comm College - Selma	20,000,000		7,000,000	2,000,000	\$29,000,000	64,900,000
Total Comm & Tech	328,047,089	59,941,098	12,493,773	38,718,088	439,200,048	755,613,677
TOTAL	\$1,272,949,569	\$1,033,587,588	\$45,193,773	\$460,882,486	\$2,812,613,416	5,106,602,276

Source: Facilities Master Plan / Capital Project Request, FY 2019 - 2023.

ALABAMA COMMISSION ON HIGHER EDUCATION
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Table 4

Summary Table
Immediate Capital Projects
By Projected Funding Source
All Public Higher Education Institutions

Institution	Immediate Capital Projects - Year 1 (FY 2018-2019)								
	Education Trust Fund	ETF Advancement & Technology Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Advancement & Tech Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University			\$10,695,000	\$5,000,000	\$15,695,000	None	None	68.14%	31.86%
Alabama State University			200,000	\$65,142,000	\$65,342,000	None	None	0.31%	99.69%
Athens State University	5,550,000			800,000	\$6,350,000	87.40%	None	None	12.60%
Auburn University				194,700,000	\$194,700,000	None	None	None	100.00%
Auburn Univ Montgomery			1,000,000		\$1,000,000	None	None	100.00%	None
Jacksonville State Univ	8,500,000				\$8,500,000	100.00%	None	None	None
Troy University	106,579,270				\$106,579,270	100.00%	None	None	None
University of Alabama	143,087,215			178,294,763	\$321,381,978	44.52%	None	None	55.48%
Univ of Alabama at Birmingham			50,000,000	201,720,000	\$251,720,000	None	None	19.86%	80.14%
Univ of Alabama in Huntsville	12,100,000			24,000,000	\$36,100,000	33.52%	None	None	66.48%
University of Montevallo	1,000,000	300,000		25,000,000	\$26,300,000	3.80%	1.14%	None	95.06%
University of North Alabama	23,750,000				\$23,750,000	100.00%	None	None	None
University of South Alabama				38,764,764	\$38,764,764	None	None	None	100.00%
University of West Alabama	21,250,000				\$21,250,000	100.00%	None	None	None
Dauphin Isl Sea Lab /MESC	9,515,000				\$9,515,000	100.00%	None	None	None
SR & Dauphin Isl Total	331,331,485	300,000	61,895,000	733,421,527	\$1,126,948,012	29.40%	0.03%	5.49%	65.08%
Bevill State Community College	5,350,000				\$5,350,000	100.00%	None	None	None
Bishop State Comm College				43,371,890	\$43,371,890	None	None	None	100.00%
Calhoun State Comm College			2,853,000		\$2,853,000	None	None	100.00%	None
Central Alabama Comm College			1,080,000	3,500,000	\$4,580,000	None	None	23.58%	76.42%
Chatt Valley Community College			355,000		\$355,000	None	None	100.00%	None
Coastal Alabama Comm College	3,772,159		1,900,000	8,000,000	\$13,672,159	27.59%	None	13.90%	58.51%
Drake State Com & Tech College			100,000	425,000	\$525,000	None	None	19.05%	80.95%
Enterprise State Comm College	1,300,000		5,000,000	3,650,000	\$9,950,000	13.07%	None	50.25%	36.68%
Gadsden State Comm College	5,550,000			2,350,000	\$7,900,000	70.25%	None	None	29.75%
Ingram State Technical College	832,000				\$832,000	100.00%	None	None	None
Jefferson State Comm College	300,000				\$300,000	100.00%	None	None	None
Lawson St Community College			625,000	20,625,000	\$21,250,000	None	None	2.94%	97.06%
L. B. Wallace Comm College			1,650,000		\$1,650,000	None	None	100.00%	None
Marion Military Institute				543,000	\$543,000	None	None	None	100.00%
Northeast AL Comm College			550,000		\$550,000	None	None	100.00%	None
Northwest-Shoals Com College			1,835,000		\$1,835,000	None	None	100.00%	None
Reid State Technical College				225,000	\$225,000	None	None	None	100.00%
Shelton State Comm College	100,000		2,680,000	1,210,000	\$3,990,000	2.51%	None	67.17%	30.33%
Snead State Comm College	960,000			9,000,000	\$9,960,000	9.64%	None	None	90.36%
Southern Union St Comm Coll				19,000,000	\$19,000,000	None	None	None	100.00%
Trenholm St Comm College				4,838,453	\$4,838,453	None	None	None	100.00%
Wall St Comm College - Dothan	2,320,000		611,000		\$2,931,000	79.15%	None	20.85%	None
Wall St Comm Coll - Hanceville	769,000	2,900,000	7,400,000		\$11,069,000	6.95%	26.20%	66.85%	None
Wall St Comm College - Selma	24,300,000				\$24,300,000	100.00%	None	None	None
Total Comm & Tech	45,553,159	2,900,000	26,639,000	116,738,343	\$191,830,502	23.75%	1.51%	13.89%	60.85%
TOTAL	\$376,884,644	\$3,200,000	\$88,534,000	\$850,159,870	\$1,318,778,514	28.58%	0.24%	6.71%	64.47%

Source: Facilities Master Plan / Capital Project Request, FY 2019 - 2023.

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Table 5

Summary Table
Intermediate Capital Projects
By Projected Funding Source
All Public Higher Education Institutions

Institution	Intermediate Capital Projects - Year 2 (FY 2019-2020)								
	Education Trust Fund	ETF Advancement & Technology Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Advancement & Tech Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University			\$6,153,000		\$6,153,000	None	None	100.00%	None
Alabama State University			3,853,000	\$63,240,000	\$67,093,000	None	None	5.74%	94.26%
Athens State University	12,100,000				\$12,100,000	100.00%	None	None	None
Auburn University				169,000,000	\$169,000,000	None	None	None	100.00%
Auburn Univ Montgomery			1,000,000		\$1,000,000	None	None	100.00%	None
Jacksonville State Univ	14,500,000				\$14,500,000	100.00%	None	None	None
Troy University	12,516,064				\$12,516,064	100.00%	None	None	None
University of Alabama	49,241,690			199,087,715	\$248,329,405	19.83%	None	None	80.17%
Univ of Alabama at Birmingham				183,565,750	\$183,565,750	None	None	None	100.00%
Univ of Alabama in Huntsville	58,545,000				\$58,545,000	100.00%	None	None	None
University of Montevallo	1,000,000	600,000		1,625,000	\$3,225,000	31.01%	18.60%	None	50.39%
University of North Alabama	47,200,000				\$47,200,000	100.00%	None	None	None
University of South Alabama	3,000,000			17,000,000	\$20,000,000	15.00%	None	None	85.00%
University of West Alabama	7,400,000				\$7,400,000	100.00%	None	None	None
Dauphin Isl Sea Lab /MESC						None	None	None	None
SR & Dauphin Isl Total	205,502,754	600,000	11,006,000	633,518,465	\$850,627,219	24.16%	0.07%	1.29%	74.48%
Bevill State Community College	7,550,000				\$7,550,000	100.00%	None	None	None
Bishop State Comm College				24,550,000	\$24,550,000	None	None	None	100.00%
Calhoun State Comm College			3,862,000		\$3,862,000	None	None	100.00%	None
Central Alabama Comm College			30,000		\$30,000	None	None	100.00%	None
Chatt Valley Community College			152,000		\$152,000	None	None	100.00%	None
Coastal Alabama Comm College	7,170,452				\$7,170,452	100.00%	None	None	None
Drake State Com & Tech College			100,000	100,000	\$200,000	None	None	50.00%	50.00%
Enterprise State Comm College			2,350,000	830,000	\$3,180,000	None	None	73.90%	26.10%
Gadsden State Comm College	7,053,000			30,400,000	\$37,453,000	18.83%	None	None	81.17%
Ingram State Technical College	80,000				\$80,000	100.00%	None	None	None
Jefferson State Comm College	275,000				\$275,000	100.00%	None	None	None
Lawson St Community College			200,000	5,750,000	\$5,950,000	None	None	3.36%	96.64%
L. B. Wallace Comm College			400,000		\$400,000	None	None	100.00%	None
Marion Military Institute						None	None	None	None
Northeast AL Comm College			500,000		\$500,000	None	None	100.00%	None
Northwest-Shoals Com College			3,085,000		\$3,085,000	None	None	100.00%	None
Reid State Technical College	825,000				\$825,000	100.00%	None	None	None
Shelton State Comm College				1,275,000	\$1,275,000	None	None	None	100.00%
Snead State Comm College	650,000			3,000,000	\$3,650,000	17.81%	None	None	82.19%
Southern Union St Comm Coll				5,750,000	\$5,750,000	None	None	None	100.00%
Trenholm St Comm College				1,500,000	\$1,500,000	None	None	None	100.00%
Wall St Comm College - Dothan	3,202,675				\$3,202,675	100.00%	None	None	None
Wall St Comm Coll - Hanceville		1,693,000	650,000		\$2,343,000	None	72.26%	27.74%	None
Wall St Comm College - Selma	11,600,000				\$11,600,000	100.00%	None	None	None
Total Comm & Tech	38,406,127	1,693,000	11,329,000	73,155,000	\$124,583,127	30.83%	1.36%	9.09%	58.72%
TOTAL	\$243,908,881	\$2,293,000	\$22,335,000	\$706,673,465	\$975,210,346	25.01%	0.24%	2.29%	72.46%

Source: Facilities Master Plan / Capital Project Request, FY 2019 - 2023.

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Table 6

Summary Table
Long-Term Capital Projects
By Projected Funding Source
All Public Higher Education Institutions

Long Term Capital Projects - Years 3-5 (FY 2020-2021 - 2022-2023)									
Institution	Education Trust Fund	ETF Advancement & Technology Fund	Other State Funding	Other Funds	Total Estimated Cost	Percent Requested From ETF Funds	Percent Requested From Advancement & Tech Funds	Percent Requested From Other State Funds	Percent Requested From Other Funds
Alabama A&M University				\$19,150,000	\$19,150,000	None	None	None	100.00%
Alabama State University				\$116,500,000	\$116,500,000	None	None	None	100.00%
Athens State University	14,025,000				\$14,025,000	100.00%	None	None	None
Auburn University				428,000,000	\$428,000,000	None	None	None	100.00%
Auburn Univ Montgomery			3,600,000		\$3,600,000	None	None	100.00%	None
Jacksonville State Univ	209,500,000				\$209,500,000	100.00%	None	None	None
Troy University	122,660,771				\$122,660,771	100.00%	None	None	None
University of Alabama	493,981,129			165,824,841	\$659,805,970	74.87%	None	None	25.13%
Univ of Alabama at Birmingham				339,851,000	\$339,851,000	None	None	None	100.00%
Univ of Alabama in Huntsville	98,725,000			30,000,000	\$128,725,000	76.69%	None	None	23.31%
University of Montevallo	3,000,000			13,600,000	\$16,600,000	18.07%	None	None	81.93%
University of North Alabama	35,000,000				\$35,000,000	100.00%	None	None	None
University of South Alabama	177,759,627			55,841,000	\$233,600,627	76.10%	None	None	23.90%
University of West Alabama	46,395,000				\$46,395,000	100.00%	None	None	None
Dauphin Isl Sea Lab /MESC						None	None	None	None
SR & Dauphin Isl Total	1,201,046,527		3,600,000	1,168,766,841	\$2,373,413,368	50.60%		0.15%	49.24%
Bevill State Community College			2,850,000		\$2,850,000	None	None	100.00%	None
Bishop State Comm College			2,050,000		\$2,050,000	None	None	100.00%	None
Calhoun State Comm College			20,600,207		\$20,600,207	None	None	100.00%	None
Central Alabama Comm College				1,325,000	\$1,325,000	None	None	None	100.00%
Chatt Valley Community College			1,840,000		\$1,840,000	None	None	100.00%	None
Coastal Alabama Comm College	18,970,722			15,725,000	\$34,695,722	54.68%	None	None	45.32%
Drake State Com & Tech College	19,000,000		50,000,000	450,000	\$69,450,000	27.36%	None	71.99%	0.65%
Enterprise State Comm College			7,750,000	300,000	\$8,050,000	None	None	96.27%	3.73%
Gadsden State Comm College	10,000,000		20,000,000	21,505,000	\$51,505,000	19.42%	None	38.83%	41.75%
Ingram State Technical College	1,400,000				\$1,400,000	100.00%	None	None	None
Jefferson State Comm College	26,000,000				\$26,000,000	100.00%	None	None	None
Lawson St Community College				2,450,000	\$2,450,000	None	None	None	100.00%
L. B. Wallace Comm College			7,500,000	1,500,000	\$9,000,000	None	None	83.33%	16.67%
Marion Military Institute				35,080,919	\$35,080,919	None	None	None	100.00%
Northeast AL Comm College				16,000,000	\$16,000,000	None	None	None	100.00%
Northwest-Shoals Com College	6,255,000				\$6,255,000	100.00%	None	None	None
Reid State Technical College	950,000			875,000	\$1,825,000	52.05%	None	None	47.95%
Shelton State Comm College			63,500,000		\$63,500,000	None	None	100.00%	None
Snead State Comm College	1,725,000				\$1,725,000	100.00%	None	None	None
Southern Union St Comm Coll						None	None	None	None
Trenholm St Comm College				3,800,000	\$3,800,000	None	None	None	100.00%
Wall St Comm College - Dothan				8,618,200	\$8,618,200	None	None	None	100.00%
Wall St Comm Coll - Hanceville		2,900,000	39,280,000		\$42,180,000	None	6.88%	93.12%	None
Wall St Comm College - Selma	29,000,000				\$29,000,000	100.00%	None	None	None
Total Comm & Tech	113,300,722	2,900,000	215,370,207	107,629,119	\$439,200,048	25.80%	0.66%	49.04%	24.51%
TOTAL	\$1,314,347,249	\$2,900,000	\$218,970,207	\$1,276,395,960	\$2,812,613,416	46.73%	0.10%	7.79%	45.38%

Source: Facilities Master Plan / Capital Project Request, FY 2019 - 2023.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 10, 2017

Table 7
Report on Revenue Bonds Issued by Alabama Public Higher Education Institutions

Institution	Total Original Value	Total Amount Outstanding 9/30/2017	Total Amount of Principal Debt Service 9/30/2017	Total Amount of Interest Debt Service 9/30/2017	Total Amount of Debt Service 9/30/2017	Sources of Payment
						Various pledged revenues, which includes but is not limited to proceeds from tuition, fees, and auxiliary operations
Alabama A&M University	95,491,473	86,404,405	3,301,856	1,233,409	4,535,265	Tuition and Fee Revenue
Alabama State University	241,358,000	205,275,000	6,055,000	9,641,793	15,696,793	Tuition & Fees
Athens State University	29,535,000	15,094,854	1,357,675	457,191	1,814,866	2014 A Issue, General Fund, Student Fees, Housing Revenue, Athletic Revenue, & Dining Revenue
Auburn University	1,157,902,607	650,030,861	24,738,501	29,591,075	54,329,576	Auxiliary Revenue
Auburn Univ Montgomery	3,279,000	275,000	135,000	10,275	145,275	Housing/Ath, Tuition & Fees
Jacksonville State University	84,670,000	80,585,000	1,215,000	1,669,565	2,884,565	General Student Fees
Troy University	158,535,000	129,415,000	6,080,000	6,433,162	12,513,162	Tuition, Housing, Athletics, Parking fees, Food Service, Fraternities, Sororities, Hillel
University of Alabama	1,156,730,000	988,495,000	18,405,000	39,844,789	58,249,789	E&G & Auxiliary
Univ of Alabama at Birmingham (Does not include Bonds for Hospital)	594,015,000	492,095,000	19,355,000	15,981,308	35,336,308	Housing Fees & Student Tuition/Fees
Univ of Alabama in Huntsville	114,797,000	93,355,000	3,839,000	3,456,699	7,295,699	Pledged Revenues
University of Montevallo	48,936,000	48,364,000	92,000	361,218	453,218	Housing Revenues & Tuition/Fees
University of North Alabama	79,975,000	73,855,000	1,550,000	3,647,299	5,197,299	Tuition & Fee revenues, portion of revenues USA Children's & Women's Hospital, gross revenues from Auxiliary Enterprises
University of South Alabama	516,140,001	370,731,340	17,177,047	8,878,415	26,055,462	General Fees, Capitalized Interest, BAB subsidy
University of West Alabama	54,600,000	49,410,000	1,205,000	2,012,910	3,217,910	Prog. SVC Rev.
Dauphin Isl Sea Lab /MESC	2,000,000	1,540,000	190,000	40,726	230,726	
SR & Dauphin Isl Total	4,337,964,081	3,284,925,460	104,696,079	123,259,833	227,955,912	

Source: Facilities Master Plan / Capital Project Request, FY 2019-2023.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 10, 2017

Table 7
Report on Revenue Bonds Issued by Alabama Public Higher Education Institutions

Institution	Total Original Value	Total Amount Outstanding 9/30/2017	Total Amount of Principal Debt Service 9/30/2017	Total Amount of Interest Debt Service 9/30/2017	Total Amount of Debt Service 9/30/2017	Sources of Payment
Bevill State Community College	20,777,000	16,168,000	1,469,000	340,059	1,809,059	Tuition
Bishop State Comm College	3,552,000	2,676,000	414,000	57,948	471,948	Plant Funds
Calhoun State Comm College	39,325,000	29,749,000	2,925,000	1,016,539	3,941,539	Tuition & Fees
Central Alabama Comm College	11,145,000	8,170,000	590,600	280,354	870,954	Tuition Revenue
Chatt Valley Comm. College	9,000,000	6,980,000	280,000	336,538	616,538	Tuition & Fees
Coastal Alabama Comm College	25,988,000	20,606,000	1,195,000	650,359	1,845,359	Tuition/Fees & Building Fee
Drake State Com & Tech College	1,712,000	1,290,000	200,000	26,671	226,671	Tuition
Enterprise State Comm College	6,440,000	5,130,000	185,000	256,488	441,488	Facilities Renewal Fees & Building Fee
Gadsden State Comm College	10,684,000	8,795,000	899,000	267,434	1,166,434	Tuition/Local Government Contribution
Ingram State Technical College					0	
Jefferson State Comm College	62,407,000	26,403,000	2,848,000	1,160,818	4,008,818	Tuition & Fees
Lawson St Community College	10,485,000	6,645,000	720,000	239,109	959,109	Tuition and Fees & Room Charges
L. B. Wallace Comm College	3,700,000	1,840,000	190,000	82,653	272,653	Tuition & Fees
Marion Military Institute					0	
Northeast AL Comm College	11,729,000	11,017,000	363,000	349,618	712,618	Tuition & Fees
Northwest-Shoals Comm College	6,000,000	4,806,321	347,847	149,868	497,715	Plant Funds
Reid State Technical College	2,045,000	1,360,000	205,000	39,908	244,908	Tuition & Fees Payable by Students
Shelton State Comm College						
Snead State Comm College	8,959,000	7,316,000	551,000	202,610	753,610	Tuition
Southern Union St Comm Coll	40,410,000	31,425,000	1,605,000	1,150,656	2,755,656	Tuition & Fees
Trenholm St Comm College	7,500,000	5,995,000	150,000	352,113	502,113	Tuition and Special Building Fees
Wall St Comm College - Dothan	16,211,000	11,338,000	1,350,000	311,286	1,661,286	Tuition & Fees & Special Building Fee
Wall St Comm Coll - Hanceville	45,918,000	38,211,000	1,960,000	1,623,288	3,583,288	Tuition & Fees & Building Fees
Wall St Comm College - Selma						
Total Comm & Tech	343,987,000	245,920,321	18,447,447	8,894,317	27,341,764	
TOTAL	4,681,951,081	3,530,845,781	123,143,526	132,154,150	255,297,676	

Source: Facilities Master Plan / Capital Project Request, FY 2019-2023.

DECISION ITEM E:

Final Approval of 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 grant final approval to 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 (ANGEAP).

Background:

Preliminary approval of the proposed amendments to ANGEAP was granted by the Commission on Thursday, September 28, 2017. The proposed changes were filed with the Legislative Reference Service on October 5, 2017 and published in *Alabama Administrative Monthly* on October 31, 2017. Interested parties have until December 6, 2017 to comment. If there are no substantive changes made based on any comments received, the Commission may grant final approval to the proposed changes. The changes then will go into effect 45 days after they are certified by the Executive Director and filed with the Legislative Reference Service.

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 (\$1,000) 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. 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 (Acts 1977, 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.

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §§31-10-1, et seq.

History: Filed August 28, 1984. **Amended:** Filed November 6, 1985; July 15, 1986. **Amended:** Filed August 18, 2014; effective September 22, 2014. **Amended:** Filed June 18, 2015; effective September 27, 2015. **Amended:** Filed; effective.

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 F:

Final Approval of Administrative Procedures for the
Alabama Math and Science Teacher Education Program

Staff Presenter:

Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission grant final approval for the proposed administrative procedures for the Alabama Math and Science Teacher Education Program (AMSTEP).

Background:

Preliminary approval of the administrative procedures for AMSTEP was granted by the Commission on Thursday, September 28, 2017. The proposed procedures were filed with the Legislative Reference Service on October 5, 2017 and published in *Alabama Administrative Monthly* on October 31, 2017. Interested parties have until December 6, 2017 to comment. If there are no substantive changes made based on any comments received, the Commission may grant final approval to the proposed procedures. The procedures then will go into effect 45 days after they are certified by the Executive Director and filed with the Legislative Reference Service.

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.

Supporting Documentation:

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

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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 G: Final Approval of Amendments to the Administrative Procedures Relating to Reasonable Extensions-Alterations of Existing Units and Programs of Instruction

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission grant final approval to the proposed amendments relating to Chapter 300-2-1-.06 of the administrative procedures related to Reasonable Extensions-Alterations of Existing Units and Programs of Instruction

Background: Preliminary approval of the proposed amendments regarding Reasonable Extensions-Alterations of Existing Units and Programs of Instruction was granted by the Commission on Thursday, September 28, 2017. The proposed changes were filed with the Legislative Reference Service on October 5, 2017 and published in *Alabama Administrative Monthly* on October 31, 2017. Interested parties have until December 6, 2017 to comment. If there are no substantive changes made based on any comments received, the Commission may grant final approval to the proposed changes. The changes then will go into effect 45 days after they are certified by the Executive Director and filed with the Legislative Reference Service.

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.

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.

Supporting Documentation:

1. Revision to Administrative Procedures 300-2-1-.06: Reasonable Extensions and Alterations of Existing Units and Programs of Instructions. Attachment 1.
2. The Code of Alabama 1975, Section 16-5-1 (4) and Section 16-5-10 (10). Available upon request.
3. ""Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.

Attachment 1
Revision to Administrative Procedures Related to
Reasonable Extensions and Alterations of Existing Units and Programs of Instruction

300-2-1-.06 Reasonable Extensions And Alterations Of Existing Units And Programs Of Instructions.

(1) A reasonable extension or alteration of an existing unit or program of instruction is a modification which does not change the essential character, integrity, or objectives of the unit or program. Such modifications do not create new units or programs of instruction. Reasonable extensions and alterations of existing programs are defined as substantive or non-substantive. 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 ~~require Commission approval while non-substantive changes may be presented to the~~ Commission by information item prior to implementation. (From Operational Definitions adopted by the Commission on 8/19/94.)

(2) 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 which provides sufficient evidence that the proposed nomenclature is more appropriate than the current designation.

1. For purposes of this policy, the Certificate and Diploma (45-90 qh) 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 45-90 qh unless otherwise specified.

~~2. All changes in award nomenclature at the doctoral level require Commission approval as substantive changes. (Code of Alabama, Chapter 5, Paragraph 16-5-8(c); revision of Operational Definitions adopted 6/21/91; revision of Operational Definitions adopted 6/19/92.)~~

(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).

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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 eight quarters in length.

4. All courses are on regular collegiate credit hour basis. (Commission policy adopted 8/8/86.)

(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~~ the Alabama Community College System:

(i) Date of achievement of candidacy status with COC or COC accreditation.

(ii) 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. (Commission policy adopted 6/19/92.)

(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 114 quarter 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~~ the Alabama Community College System 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. (Commission policy adopted 6/24/94.)

(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. (Revision of Operational Definitions adopted 6/21/91.)

(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. (Commission Resolution, 8/25/84.)

(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. (New Postbaccalaureate Certificate Programs of Senior Institutions exempted by Commission resolution, 7/8/83.)

(h) Short-term certificate programs (44 quarter hours or less) in community, junior, and technical colleges designed for completion in less than one academic year (3 quarters) of full-time study or the equivalent. Note: These certificates are not listed in the Commission's Academic Program Inventory. (Commission action on 5/20/88).

(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. (Commission action 5/20/88).

(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. (Code of Alabama, Chapter 5, Paragraph 16-5-1; revision of Operational Definitions adopted 6/21/91).

(k) New Units of Instruction, Research or Service which do not offer courses or other activities for academic credit. (Code of Alabama, Chapter 5, Paragraph 16-5-8; revision of Operational Definitions adopted 6/21/91).

(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). (Commission Resolution, 1/14/83 and revisions to Operational Definitions adopted 6/21/91).

(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.

(3) 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 the section above must be presented to the Commission for approval as substantive changes.~~ 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 any proposed extension or alteration determined by the Commission staff to be a new program or unit must follow established review guidelines and procedures for reviewing new programs and units. 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 automatically will be considered a new program. The criteria used for evaluating the reasonableness of a substantive extension or an alteration include:

(a) The scope or effect of the proposed extension or alteration;

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

2. How will the proposed extension/alteration impact other public institutions?

3. Will the proposed extension/alteration move the program listing to a new two-digit CIP category in the Commission’s academic program inventory?

(b) The impact of the proposed change on the existing program or unit;

1. What will be the budgetary impact of the proposed extension/alteration?

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

(c) The rationale for the proposed change.

1. Is justification for proposed extension/alteration based on academic principles and/or market demand?

2. What evidence can be presented that this proposed change will benefit students? Reference need or demand studies if available.

3. How will the resulting program be improved as a result of this proposed change?

4. Substantive extensions/alterations of existing programs and 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 42 qh 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 or 27 qh generally. An option generally would require fewer hours than a minor except in cases where the major is greater than 34 sh or 52 qh).

(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 4a 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 4a above must be met.

(3) For research-based graduate programs, see Section 4b.3.

~~(d) Changes in degree nomenclature at the doctoral level.~~

Author: William O. Blow Statutory Authority: Code of Ala. 1975, §§16-5-1, et seq., and in implementation of Act 96-557. History: Filed April 10, 1989. Amended: Filed July 27, 1990; September 4, 1991; August 4, 1992. Amended: Filed March 12, 1996; effective April 16, 1996. Amended: Filed August 4, 1997; effective September 8, 1997. Amended: Filed: October 5, 2017; effective

DECISION ITEM H: Procedural Changes Regarding Post-Implementation Conditions Review (Preliminary Approval)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission grant preliminary approval to the proposed post-implementation procedural changes.

Background: Post-implementation conditions review of new programs regarding enrollment, graduates, related employment/continuing education, and the assessment system have been in place for over twenty-five (25) years.

The preliminary approval of the Procedural Changes regarding Post-Implementation Conditions Review will be filed with the Legislative Reference Service and subsequently published in *Alabama Administrative Monthly*. Interested parties will have to wait 35 days to comment. Should there be on substantive changes made due to comments and the Commission grants final approval to these proposed changes on March 9, 2018, the proposed changes will go into effect 45 days after the changes are certified by the Executive Director and subsequently filed with the Legislative Reference Service.

The Code of Alabama 1975 in Section 16-5-8 (a)(1) authorizes the Commission on Higher Education to review periodically all new and existing programs and units of instruction, research, and public service funded by state appropriations at the state universities and colleges and to share with the appropriate governing board, through the president of the institution, and state Legislature, its recommendations.

Additionally, in The Code of Alabama 1975 in Section 16-5-8 (2) it states "as a part of its program review process, the commission shall enforce, monitor, and report on minimum degree productivity standards for all existing programs of instruction at public two-year and four-year institutions of higher education."

More specific reference to these conditions is provided in The Alabama Commission On Higher Education Planning and Coordination Administrative Code Chapter 300-2-1.05, Program Review, 6.(d).

Rationale: The basis for the request is that the post-implementation projections for graduates and new enrollments are difficult to accurately estimate, in large part because of a wide variety of uncertain or uncontrollable factors, and thereby lead to an over-identification of those new programs not meeting one or both of those post-implementation conditions. Further, employment is dependent on economic and other

external conditions generally not within the institutions' control. Additionally, a five (5) year window does not optimally accommodate validly evaluating the actual pattern of enrollments and completions.

Current Procedures:

The post-implementation review period is based upon a five (5) year window.

For graduates/completers and new enrollments, the program specific projections are used as reported by the institution in the proposal, but can be no lower than minimum viability. The minimum degree productivity standard for degree completions as stated in Code of Alabama, 1975, 16-5-8, are: 7.5 - Associate and Baccalaureate, 3.75 – Master's, 3.0 – EdS, and 2.25 - Doctorate. Failure to meet the minimum standards for degree completions and new enrollment would result in termination of the program.

In evaluation of related employment, or continuing education, a 75 percent condition criteria is required. Lastly, the institution is required to provide an evaluation of the assessment system, including the alignment of the system measures to program objectives and student learning outcomes.

Amended requests are permitted.

Proposed Changes:

The post-implementation period will be seven (7) years (instead of five (5) years) for all levels (one (1) year start-up wherein no data reporting required and a six (6) year monitoring period). An additional monitoring year may be granted for doctoral programs, upon request and rationale provided by the institution's Chief Academic Officer to the ACHE Executive Director. Should the Commissioners approve this item, the New Academic Degree Program Proposal Summary (in "Proposal for a New Degree Program – New Application Tool") design layout will be adjusted to reflect a seven (7) year period rather than a five (5) year timeframe.

The minimum viability standard rates will be used for degree completions instead of projections. The standards as stated in Code of Alabama, 1975, 16-5-8, are: 7.5 - Associate and Baccalaureate, 3.75 – Master's, 3.0 – EdS, and 2.25 – Doctorate.

New enrollment projections will be reduced by 25 percent to account for over-estimation. This reduction will be applied to the original projection if it is not met at the time the post-implementation report is submitted.

There will be no overall procedural change in the reporting of related employment /continuing education (75 percent condition). However, the unemployment rate will be considered as informational/notification only,

and will not be a consequential consideration in evaluating attaining/ meeting post-implementation.

Programs with program-specific accreditation will be required to report steps to be taken to obtain accreditation in the proposal/ application, and the accreditation status as a post-implementation condition of approval.

Programs which require licensure will be required to report steps to be taken to optimize exam pass rates in the proposal/ application, and the licensure pass rate as a post-implementation condition of approval.

There will be no change in the evaluation and review of the assessment system.

After seven (7) years, an amended request is permitted only for extraordinary circumstance and as requested by institution's Chief Academic Officer.

The proposed changes are reflected in proposed revisions to the Alabama Commission on Higher Education Planning and Coordination Administrative Code. Chapter 300-2-1-.04 Operational Policy On The Approval, Disapproval, Deferral, And Withdrawal Of New Programs Of Instruction, attached; as well as the "Post-implementation Reporting Guidance - REVISED", attached.

Implementation Date Change:

Currently, programs have a two (2) year window from the time of Commission approval to implementation, before Commission approval will expire. To facilitate optimal program implementation, and thereby supporting more valid post-implementation results, the window will be increased to 30 months (2 ½ years) from the time of Commission approval to implementation, before Commission approval will expire.

Transition Process:

The transition process is applicable to those programs that are already approved. There are over 150 such programs that have been approved by the Commission and will have post-implementation reports due through 2022.

These programs would have the same conditions as shown within the "Proposed Changes" directly above, except that:

The five (5) year timeframe as previously approved by the Commissioners would be used.

Unless specifically listed as a condition of approval, transition programs with program-specific accreditation will not be required to report accreditation status for the

post implementation; however, the institutions are strongly encouraged to do so.

Unless specifically listed as a condition of approval, transition programs which require licensure will not be required to report exam pass rates; however, the institutions are strongly encouraged to do so.

Institution Feedback:

Institution/stakeholder feedback regarding the proposed changes was positive. A three-week survey response window was provided. Both two-year and four-year institutions responded. In all, there were six formal feedback responses, as well as several other informal supportive institution comments. Two specific comments were: 1) to consider a longer timeframe for doctoral degrees, and 2) to consider mitigating factors regarding the 75 percent related employment/ continuing education criteria (for example, unemployment rate). Both comments were incorporated into the proposed changes.

Procedural Process

Should there be no changes to these proposed procedures as a result of the public comment period associated with the approval of Administrative Procedures, final approval will be considered at the Commission's March 2018 meeting. The new procedures would then go into effect 45 days later.

Supporting Documentation:

1. The Code of Alabama 1975, Section 16-5-8 (2). Available upon Request.
2. Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.05. Available upon request.
3. New Academic Degree Program Proposal Summary (in "Proposal for a New Degree Program – New Application Tool"), Available upon request.
4. Proposed revisions to the Alabama Commission on Higher Education Planning and Coordination Administrative Code. Chapter 300-2-1-.04 "Operational Policy On The Approval, Disapproval, Deferral, And Withdrawal Of New Programs Of Instruction", Attached.
5. Post-Implementation Reporting Guidance, Attached.

Attachment 1

Proposed Revisions to the Administrative Code. Chapter 300-2-1-.04 "Operational Policy On The Approval, Disapproval, Deferral, And Withdrawal Of New Programs Of Instruction"

**ALABAMA COMMISSION ON HIGHER EDUCATION
PLANNING AND COORDINATION - ADMINISTRATIVE CODE
CHAPTER 300-2-1
PROGRAM REVIEW**

300-2-1-.04 Operational Policy On The Approval, Disapproval, Deferral, And Withdrawal Of New Programs Of Instruction.

(1) The purpose of the operational policy on the approval, disapproval, deferral, and withdrawal of new programs of instruction is to ensure that all such programs are subject to a fair and consistent evaluation and determination.

(2) It is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for approving, disapproving, deferring, and withdrawing new programs of instruction.

(3) Approval: The approval of a new program of instruction shall require the concurrence of a majority (7) of all the members of the Commission.

(4) Disapproval: A program that receives a negative recommendation by a majority vote of Commission members present may be reconsidered after one year at the request of the institution, provided substantive changes indicate the need for reconsideration.

(5) Disapproval: A program that receives a favorable vote of a majority of the members present but which falls short of receiving a favorable vote by a majority of the members of the Commission may be reconsidered at the next regularly scheduled meeting at the request of the institution provided substantive changes indicate the need for reconsideration.

(6) Deferral: Should the Commission (by majority vote of members present) defer action on a proposed program, it will specify the future meeting at which the program will be reconsidered, being mindful of the ten-month deadline for program action. If the ten-month limitation has been reached or will be reached before the next scheduled meeting of the Commission, action will not be deferred; however, if the Commission decides that special consideration is warranted, such a program may be disapproved by a majority of members present with the provision that the program can be reconsidered at a specified meeting scheduled prior to the one-year restriction on resubmission of disapproved programs. Deferral is a Commission, not an institutional prerogative.

(7) Withdrawal: Should an institution withdraw a proposed program from Commission consideration, it may be resubmitted at any time; however, the time which has expired prior to the withdrawal will not count toward the ten-month deadline on Commission program action. The Commission will have ten months beginning at the time the program is resubmitted to take action on the program.

(8) Post-implementation conditions on enrollment, graduation rates, and the efficacy of the assessment system will be placed on the approval of new academic programs.

(a) Programs with program-specific accreditation will be required to report steps to be taken to obtain accreditation in the proposal/ application, and the accreditation status as a post-implementation condition of approval. Programs which require licensure will be required to report

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 8, 2017

steps to be taken to optimize exam pass rates in the proposal/ application, and the licensure pass rate as a post-implementation condition of approval.

(b) The unemployment/ continuing education rate post-implementation reporting will be considered as informational/ notification only, and will not be a consequential consideration in evaluating attaining/ meeting post-implementation.

(9) The window will be 30 months (2 ½ years) from the time of Commission approval to implementation, before Commission approval will expire.

Author: William O. Blow

Statutory Authority: Code of Ala. 1975, §§16-5-1, et seq.

History: Filed April 10, 1989. Amended: Filed March 12, 1996;
effective April 16, 1996.

Attachment 2
Post-Implementation Reporting Guidance - REVISED

POST-IMPLEMENTATION REPORTING GUIDANCE - REVISED

The following information is provided to assist in preparing post-implementation report(s).

- The post-implementation period is seven (7) Years for all levels (1 year start up wherein no data reporting required, 6 year monitoring). An additional monitoring year may be granted for doctoral programs, upon request and rationale provided by the institution's Chief Academic Officer to the ACHE Executive Director.
- The report should address each of the post-implementation conditions related to the program and should provide an overall assessment of the program.
- Generally, institutions provide enrollment, graduation, and employment information in tables, showing the data for each year and the average for the review period.
- There should also be a statement as to whether each of the post-implementation conditions has been met or not met.
- The overall assessment should provide a brief commentary on issues or successes for the program. If significant changes have been made in the program, they should be described briefly.
- In general, programs have four post-implementation conditions (i.e., enrollments, graduates, employment information, and the overall assessment of the program); although some programs have additional post-implementation conditions (e.g., number/percent of program students attaining certification/licensure; program's accreditation status). Be sure to address all the post-implementation conditions associated with the Commission's approval of the program.
- Programs with program-specific accreditation will be required to report steps to be taken to obtain accreditation in the proposal/ application, and the accreditation status as a post-implementation condition of approval.
- Programs which require licensure will be required to report steps to be taken to optimize exam pass rates in the proposal/ application, and the licensure pass rate as a post-implementation condition of approval.
- Reports are "typically" from three to five pages long.

Below is an example “template” regarding information that should be included in a post-implementation report:

University or College Name: _____

Program: _____

Degree _____

CIP _____

Date Approved by Commission: _____

Proposed Implementation Date: _____

Actual Implementation Date: _____

The Post-Implementation conditions of the program are:

- 1) That the annual average new admissions (headcount) for _____ to _____ years will be _____, based on the institution’s admissions projections in the proposal as approved by the Commission. (This is the enrollment figure and time frame approved by the Commission.)

A 25 percent reduction in enrollment projection (to account for over-estimation effect) will be applied by ACHE Staff to the original projection at the time the post-implementation report is submitted should the original condition not be met.

- 2) That the annual average number of graduates for the academic years _____ through _____ will be at least _____, based on projections in the proposal as approved by the Commission. (This is the graduates figure and time frame approved by the Commission.)

For graduates/ completers, the standards for having attained this condition are provided by minimum (viability) rates as stated in Code of Alabama, 1975, 16-5-8, which are: Associate and Baccalaureate - 7.5, Master’s - 3.75, EdS - 3.0, Doctorate - 2.25.

- 3) That a follow-up survey will be conducted after the first ~~five~~ seven years that will show that at least 75 percent of the graduates were successful in acquiring related employment (or continuing their education (for example, acceptance to graduate school – depending on the degree level).

There will be no overall procedural change in the reporting of related employment /continuing education (75 percent condition). However, the unemployment rate will be considered as informational/ notification only, and will not be a consequential consideration in evaluating attaining/ meeting post-implementation.

- 4) That information regarding an overall assessment of the program be provided, particularly as related to objectives, learning outcomes, and assessment measures stated in the proposal and approved by the Commission.

Example Tabular Representation:

Program Name, degree, CIP code	New Admissions (Average Headcount) For years__ through ____	Graduates Average For years__ through ____	Percentage of Graduates Employed in Field (for notification only)
Required (As approved by the Commission)	?	?	75%
Reported	?	?	?
Circle One	Met/ Not Met	Met/ Not Met	Met/ Not Met

The enrollment and graduates figures for each individual year may be provided in the above type table, separate table, or narrative as deemed appropriate.

For the Assessment Condition: The post-implementation report should provide information on the assessment of the program and how the assessment data collected is used. Typically, the institution should elaborate in a few paragraphs the assessment design, results, and use of the assessments related to this program and indicate if the assessments have fulfilled that requirement (condition) as approved by the Commission.

That is, was the assessment condition — met or not met.

IMPORTANT: If the program has not met any one of the Commission approved conditions (and the institution wants to continue the program) the following information must also be provided:

Note: After 7 years, amended request permitted only for extraordinary circumstance and as requested by institution's Chief Academic Officer.

- 1) A requested timeframe for the extension (this would typically be one or two years). If you are not seeking to request a one or two-year extension please call me to further discuss.

~~2) the new requested condition value for each "not met" condition (the new requested condition value may be the same or different than in the original Commission approved request); In the case of "not meeting" the assessment condition, the request would entail a new narrative describing the assessment process, measures, outcomes, and assessment use.~~

2) If the enrollment condition is "not met" the new requested enrollment condition value may be the same or different than in the original Commission approved request. Additionally, a justification for the new requested enrollment condition value must be provided.

3) In the case of "not meeting" the assessment condition, the request would entail a new narrative describing the assessment process, measures, outcomes, and assessment use.

4) A thorough rationale for each "not met" condition explaining: (a) why the condition was not met, and (b) what specific steps are being taken/will be taken to assure that the condition will be met in the future.

~~4) Additionally, a justification for each of the new requested condition value(s) must be provided.~~

Please do not hesitate to contact me if you have any questions or comments regarding this post-implementation reporting guidance.

DECISION ITEM AU-1: Auburn University, Doctor of Nursing Practice 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: This program is consistent with Auburn University's mission statement by preparing the highest quality professionals to plan, provide, and evaluate quality health care delivered to the citizens of Alabama and the nation. The graduate will also expand the influence of AU with health care providers and patients by focusing on access and service, two essential aspects of its land grant mission.

The purpose of the doctoral program is to foster the development of a community of expert advanced practice nurses who have enhanced leadership skills to appraise health care delivery models and improve health care outcomes through the application of evidence-based nursing knowledge. Graduates of this program will be a visual representation of Auburn's mission statement and strategic plan.

Role: The proposed program expands the instructional role recognized for Auburn. Approval of this program will expand academic subgroupings, "Nursing" to the Doctoral level.

Mode of Delivery: The AU DNP program will be a hybrid program with minimal on campus requirements.

Similar Programs: The following programs at other CIP codes 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.

Resources: The proposal projected that \$340,000 in new funds will be required for the program over the first five years, and that \$878,820 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from October 19, 2017 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The National Organization of Nurse Practitioner Facilities (NONPF) support the Doctor of Nursing Practice degree as entry level for the nurse practitioner role. This position is further supported by The National Task Force (consisting of members from NONPF and American Association of Critical-Care Nurses) and emphasizes that the DNP graduate has been prepared to lead in a changing health care system. Transforming health care delivery recognizes the need for the clinician to design, evaluate, and continuously improve how health care is delivered. Nurses prepared at the doctoral level with a blend of clinical organizational, economic, and leadership skills are most likely to be able to critique nursing and other clinical scientific findings and design programs of care delivery that are locally acceptable, economically feasible, and which significantly impact health care outcomes.

2. AU has designed a DNP curriculum that will prepare graduates to deliver the most advanced level of nursing care to the residents of Alabama, surrounding states, and across the nation. This DNP curriculum will build on the student's initial preparation in Nursing. These graduates will be able to design, implement, and evaluate health care policies and health care delivery models to provide strategies that will improve the access and quality of care for medically underserved populations.
3. All DNP courses and assessments are competency-based, which is important for delineating to the public and external stakeholders what DNP graduates can and do contribute to health care delivery. Progression of competencies is identified and defined in the DNP courses and showcased in the students' e-portfolio.
4. DNP graduates will be employed in both the public and private sectors. Advanced practice nurses have long been in demand nationwide, especially in small towns, rural areas, and underserved neighborhoods. Their role not only expands access to care, but also increases treatment options and affordability to underserved populations. As the nationwide shortage of nurses and primary care physicians worsens with the increasing number of Baby Boomers, all advanced practice nurses increase their career options.
5. The DNP graduate will likely seek practice leadership roles in a variety of settings – management of quality initiatives, executives in health care organizations, directors of clinical programs, and faculty positions responsible for clinical program delivery and clinical teaching. Interdisciplinary collaboration provides expanded access for patients' care and improved health outcomes.

DECISION ITEM AU-1:

Auburn University, Doctor of Nursing Practice in Nursing
(CIP 51.3801)

Staff Presenter:

Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

That the Commission approve the proposed, Doctor of Nursing Practice and 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 December 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 8, based on the proposal.
2. That the annual average number of graduates for the period 2019-20 through 2022-23 (four-year average) will be at least 7, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than 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 July 20, 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 Doctor of Nursing Practice (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	\$130,000	\$0	\$150,000	\$280,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$30,000	\$0	\$0	\$30,000	\$0	\$60,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$30,000	\$0	\$130,000	\$30,000	\$150,000	\$340,000

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	\$81,540	\$120,800	\$177,576	\$233,748	\$265,156	\$878,820
TOTAL	\$81,540	\$120,800	\$177,576	\$233,748	\$265,156	\$878,820

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	5	10	14	19	23	14
NEW ENROLLMENT HEADCOUNT	5	5	8	10	12	8 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	4	5	8	10	7

Attachment 2

Summary of Background Information

Doctor of Nursing Practice
Auburn University

Role: The proposed program expands the instructional role recognized for AUM. Approval of this program will expand academic subgroupings, "Nursing" to the Doctoral level.

Description and Objectives: In accordance with the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2011), the faculty identified the following expected outcomes for each student upon completion of the program. Objectives for the DNP program are derived from the American Association for Critical Care Nurses (AACN) document The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2011). This document outlines the curricular elements and competencies that must be present in DNP programs in order for the program to be recognized for accreditation. Following completion of this program, students are expected to demonstrate the competencies required for this level of nursing practice.

The DNP Program prepares graduates to:

- Assume leadership roles in systems-based approaches designed to promote quality, safety, and excellence in nursing practice.
- Integrate clinical scholarship into the translation and dissemination of evidence-based practices that address health disparities and improve population healthcare outcomes.
- Use intra- and inter-professional best practices to support collaborative sustainable practical change that promotes quality of healthcare across diverse populations and settings.
- Incorporate scientific, theoretical, and ethical principles into quality healthcare for individuals, families, and populations.
- Lead efforts in health promotion/disease prevention to improve the health of populations in rural and urban settings within a global market.
- Provide leadership using emerging and current healthcare technologies to promote best practices in healthcare delivery and organizational systems.
- Analyze the social, economic, and policy components of advance practice nursing that impacts improvement of population health outcomes.

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

The assessment methods for the DNP Program courses will include a variety of assignments designed to measure student learning and prepare graduates to integrate nursing science with knowledge from the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing care, to improve the quality and safety of patient care, while improving patient outcomes, through the application of evidence-based patient care.

All of these assessments will culminate with the students' DNP Scholarly Project. The DNP course assessment methods are designed to give the student the opportunity to develop and evaluate expertise in practice, quality, and safety improvement strategies, policy analysis, and design changes, to address issues of social justice and equity of health care, scholarly inquiry, research utilization, and demonstrate advanced levels of clinical judgment, systems thinking, and delivering evidence-based care. The intent of the DNP Scholarly Project is to demonstrate synthesis of the student's work which is developed throughout the DNP courses and promotes practice changes that will improve population health outcomes, leadership, quality improvement,

strategies, and the delivery of health care. The DNP Scholarly Project is a tangible and deliverable academic product that is reviewed and evaluated by an academic committee.

Course assessment activities will include reflective writings, evaluations of accomplishments of course objectives, and development and application of nationally identified core competencies. Program oversight is provided by the school of nursing director of graduate programs and housed with course faculty. Students will submit course assignments either directly to course faculty or through the Canvas Learning Management System.

Overall, evaluation of the DNP program is a process guided by the AUSON graduate evaluation plan. This annual report collects data about enrollment status, employment rates, program completion rates, and alumni perception of program quality and value to their career. This annual report is reviewed by graduate faculty and the Dean. This report is used to modify and/or revise the curriculum as appropriate to make program improvements. Data related to program outcomes is collected yearly 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 AUSON has prepared DNP students to meet each AACN Essential.

Information is also collected about the graduates' accomplishments post-graduation, such as employment, presentations, publications, both formally and informally. The Skyfactor Alumni survey is circulated one year post-graduation to collect employment data. Information obtained is aggregated on an annual basis and presented at the annual evaluation retreat.

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

Accreditation: The Auburn University School of Nursing (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 Nursing programs are accredited by CCNE.

Curriculum: The program completion requirements are as follows:

Credit hours required in major course	29
Credit hours required in minor	0
Credit hours institutional general education or core curriculum	0
Credit hours required in support courses	0
Credit hours in required or free electives	0
Credit hours for thesis or dissertation	11
Total credit hours required for completion	40

The Doctor of Nursing Practice (DNP) program will be a post-master's program. This DNP course of study will build on the student's MSN program. All accredited MSN programs have a minimum of 30 hours of graduate coursework in order for the student to graduate with a Master's in Nursing. Each student will have also achieved national certification prior to starting the DNP program. All DNP graduates must document evidence of 1,000 practice hours completed prior to graduation. These practice hours are a combination of their prior MSN program clinical hour requirements, plus the AU DNP clinical hour requirement. This course of study will provide additional specialized knowledge and skills for AU DNP graduates to become leaders, in health care.

In more detail:

1. DNP Project - This project will demonstrate that the DNP student has the ability to translate evidence into practice with the goal of improving health outcomes. The project provides the student with the opportunity to apply advanced empirical, theoretical, leadership, and specialty knowledge and skills to clinical practice and system level experiences. The project will culminate in a poster presentation at Auburn University Research Day.

2. Professional e-Portfolio – This requirement is part of the practicum course. Each student reflects on established DNP competencies and describes how they have met each competency and what aspect of a course or course assignment they feel helped them achieve the competency.

3. Clinical Practicum Hours – All DNP Programs are required to document evidence of 1,000 practice hours by program completion. As a post certification program, there will be students who have a variance in clinical hours they need to complete. Therefore, students will be evaluated based on this variance relevant to DNP clinical requirements. This may require additional hours in the practicum to achieve the goal. NURS 8546/8540 is designed to provide the opportunity for any student that needs additional hours. A student may have to repeat NURS 8546/8540 to achieve the required 1,000 hours.

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.

Distance Education: The AU DNP program will be a hybrid program with minimal on-campus requirements. The DNP Project on-campus requirements will be a one-day orientation at the beginning of the program and occasionally one-day a semester on-campus requirement which will be used for presentations and DNP Project requirements. The remainder of DNP courses will meet face to face on-campus a maximum of two times during a semester.

The content is delivered in this hybrid manner to facilitate student learning and accessibility. For the DNP program, it is expected that 80 percent of the courses will be online and 100 percent of the online courses will be delivered in an asynchronous format.

Admissions: Admission to the DNP program will be based on review of the following criteria:

- submission of an application;
- submission of all official transcripts (undergraduate and graduate);
- current valid unencumbered license as a registered nurse in the state(s) in which the student participates in any clinical experience;
- a minimum of a master's nurse degree from a nursing program accredited by NLNAC or CCNE;
- a written statement of personal career, educational, and scholarship goals is required, this statement (600 words) should identify the area of clinical interest, as well as define potential clinical and leadership goals;
- a personal interview with a faculty member may be required;
- 3 references completed on online form; and
- resume or curriculum vitae

Need: In October 2004, member schools affiliated with the American Associate of Colleges of Nursing (AACN) voted to endorse the decision that called for moving the current level of preparation necessary for advanced nursing practice from the master's degree to the doctorate level. The AU proposed program is in response to that recommendation. The AU/MSN program has been successful in the increasing numbers of practicing nurse practitioners and now must meet the challenge to move the current level of preparation to the doctoral level to meet the changing needs of health care. This proposed program will be a post-Master's Doctor of Nursing Practice. The students will have completed their master's curriculum and be a certified nurse practitioner or advanced practice nurse prior to being admitted. This program will build on their MSN program courses and provide additional specialized knowledge to be a leader in health care.

Our nation's complex health care environment has created a great demand for nurse leaders who are innovative and have specialized knowledge and advanced practice expertise. The Doctor of Nursing Practice (DNP) is a doctoral degree that prepares nurses for the highest level of nursing practice. The DNP preparation includes enhanced leadership skills, evidence-based clinical and management knowledge and skills, development of advanced competencies for transforming health care delivery and practice for quality and value. In addition, DNP graduates have the ability to address emerging practice issues and ethical dilemmas that emerge as new diagnostic and therapeutic technologies emerge.

Additionally, after completing the DNP program, graduates will be able to design, implement, manage, and evaluate health care systems and provide the highest level of leadership for their specialty. The rural areas in Alabama have a tremendous need for DNP graduates. The proposed program will prepare advanced practice nurses who will provide expert health care and leadership in central Alabama. Alabama's need for this program is demonstrated by Alabama's Office of Primary Care and Rural Health which lists 55 of the states 67 counties as rural and all counties have been designated as either being medically underserved areas (MUA) or housing medically underserved populations (MUP) by the U.S. Department of Health and Human Services.

According to 2013-2014 data from The American Association of Colleges of Nursing, 13,500 qualified students were turned away from graduate programs. The Institute of Medicine (IOM) (2001) stresses that the health care system as currently structured does not make the best use of its resources. The aging populations and increased patient demands for new services, technologies, and drugs have stressed the present system. The graduates of this program will be able to design, evaluate, and continuously improve the health care being delivered for these populations, particularly in underserved populations and communities. These programs of care delivery will be locally accurate, economically feasible, and will significantly impact health care outcomes.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	127	132	133	134	135	661
State	270	280	291	303	325	1,459
SREB	10,970	11,408	11,864	12,339	12,833	59,414
Nation	54,000	56,160	58,406	60,742	63,172	292,480

The nation's complex health care system needs advanced practice nurses who can apply scientific knowledge, leadership abilities, and expertise in clinical practice to the problems

associated with the delivery of health care. Advanced practice nurses with a DNP degree will be a decided advantage to the employing agency. The Bureau of Labor Statistics does not list DNP as a specific category in the Standard Occupation Classification list, but it does list nurse practitioners and health care support occupations.

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 occupation. 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. The data provided in projected job openings were collected using data from the Bureau of Labor Statistics and Indeed.com. These sites show short term and long term occupational projections, so an employment survey was not conducted.

AU explains that Year 1 figures in the projected job openings table were attained by reviewing current, local, state, regional, and national job listings on Indeed.com and the Bureau of Labor Statistics. A 4 percent increase was projected annually for the next four years. This 4 percent was applied to calculate the projected job openings through year 5. Health care represents a major economic contributor in Alabama. AU 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 graduation with the remainder reporting employment within six months after graduation. AU states that its students have benefitted from all clinical experiences by gaining valuable clinical knowledge.

AU notes that a limitation when searching for DNP employment information is that DNP is not presently a standard job title. Many DNP job searches in SREB states were for nursing faculty positions. DNP programs prepare expert clinician as well as future nursing faculty. The DNP curriculum will provide opportunities for students to expand their knowledge related to nursing faculty opportunities. Nursing programs within Alabama must have competent clinically skilled faculty to educate the new nurses for Alabama health care agencies.

Student Demand: The AUSON has been successful in achieving the outcomes of the previous AU/AUM joint MSN graduate program, as demonstrated in each graduate student culminating e-portfolio. 80 percent of the joint graduate program graduates are Alabama residents. While designed to be a nationally accessible DNP program, the AUSON BSN program will provide a significant feeder system for the AUSON graduate program. Also, several graduates of the AU/AUM joint graduate program have indicated their interest to return to AU to complete their DNP.

In an informal survey of present baccalaureate nursing students conducted by AUSON, 75 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: 21

Part-time: 6

Support Faculty—

Full-time: 6

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

There are 21 qualified and credentialed faculty that are available for the proposed DNP program and many have been teaching in the AU/AUM joint MSN program. The faculty include certified nurse practitioners and nurse educators, course content specific faculty, and other faculty with specialized clinical experience. All faculty hold doctoral degrees or national certification in their respective field.

Note: As the DNP program is implemented, no new faculty will be required. As the program grows, new faculty will be hired as needs are identified. All DNP faculty will have doctoral degrees and/or be nationally certified as deemed appropriate.

Support Staff: No additional support staff will be required.

Fellowships and Assistantships: One assistantship will be offered.

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

Facilities: No additional facilities are needed.

Library: AU has Ralph B. Draughon Library that 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 libraries. AU libraries participate in interlibrary loan system which connects the students to 227 electronic databases including Cochrane. These library resources provide excellent support for the program and are equally and easily accessible to faculty and students.

Program Budget: The proposal projected that \$340,000 in new funds will be required over the program in the first five years, and that \$878,820 will be available over the same period through tuition.

Attachment 3

Curriculum

Auburn University
Doctor of Nursing Practice



DNP Nursing Curriculum

Doctor of Nursing Program Curriculum	
SEMESTER I	SEMESTER II
NURS 8716 Transitional Skills for DNP Practice..... 3	NURS 8326 Informatics and Management of Health Outcomes..... 3
NURS 8416 Theory Application for Advanced Practice..... 3	NURS 8426 Population Health Outcomes..... 3
NURS 8516 *Foundation for Evidence-Based Practice..... 3	NURS 8726 *Health Innovations and Clinical Outcomes Improvements..... 3
SEMESTER III	SEMESTER IV
NURS 8436 Financial Management for Advanced Practice..... 3	NURS 8946 DNP Project II: Implementation..... 4 (1 theory, 3 clinical)
NURS 8936 DNP Project I : Development..... 3 (1 theory, 2 clinical)	NURS 8446 Leadership for Advanced Health Policy..... 3
NURS 8336 Quantitative Methods for Evidence-Based Practice..... 3	NURS 8546 Advanced Practice Practicum..... 2
SEMESTER V	
NURS 8956 DNP Project III: Evaluation and Presentations..... 4	
	TOTAL CREDIT HOURS = 40

- Courses marked with “*” must be successfully completed before taking the DNP project courses, I – III.
- DNP Project courses must be taken in sequence.

DECISION ITEM AUM-1: Auburn University at Montgomery, Doctor of Nursing Practice in Nursing (CIP 51.3818)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of the proposed post-master's Doctor of Nursing Practice (DNP) degree program at Auburn University at Montgomery (AUM) is to better serve the needs of our students, constituency, Alabamians and to meet the standards established by professional accrediting bodies. This program directly relates to the University's mission and goals. Specifically, it relates to AUM's first goal from the most recent strategic plan: "Enhance academic quality and program development reinforced by scholarship" and sub-goal I.A. "Develop and sustain nationally recognized academic programs."

This program will provide the educational pathway for master's prepared nurses in the Montgomery area and beyond to acquire and integrate advanced nursing science with advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena and evaluate patient outcomes. The goal of this program is to prepare highly educated nurse leaders, clinicians and educators and increase access to high quality care for the citizens of Alabama and the nation.

Role: The proposed program is not within the instructional role recognized by the Commission for Auburn University at Montgomery. However, in accordance with ACHE policy, AUM may seek staff and Commission approval and implement up to three individual doctoral proposals, before needing to seek a role change to the doctoral level. Currently, AUM has one approved doctoral program, the Doctor of Philosophy in Public Administration and Public Policy [Joint with AU] (CIP 44.0401), approved by the Commission.

Mode of Delivery: All course work will be delivered via distance education utilizing the Blackboard Learning Management System that is in place at AUM.

Similar Programs: The following institutions offer similar programs at this level: Troy University; University of South Alabama; University of Alabama, Birmingham; University of Alabama, Huntsville; University of Alabama, Tuscaloosa; and Jacksonville State University.

It is noteworthy that, the decision in 2004 by the membership of American Association of Critical-Care Nurses AACN to endorse the DNP degree as the most appropriate degree for advanced-practice-nurses to enter practice set a national requirement and standard for all nursing educational programs nationwide.

Collaboration: The institution does not plan on collaborating with other institutions in the delivery of this program.

Resources: The proposal projected that \$0 in new funds will be required for the program over the first five years, and that \$314,039 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from October 19, 2017 until November 8 (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 proposal states that the citizens of this region deserve access to healthcare from well-qualified providers. The proposal also states that the citizens of this region deserve access to healthcare from well-qualified providers who are doctorally prepared.
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. The proposed program will be administered by faculty who are academically and experientially prepared to teach graduate students. More than 50 percent of the current faculty members hold DNP degrees. These faculty members have a documented track record of positive student-outcomes as well as in the areas of teaching, practice, scholarship and service.
4. The local and regional community of interest including chief nursing officers, nurse practitioners, physicians, health care agencies, alumni and current students in the joint MSN program with Auburn are requesting that AUM independently offer additional graduate programs. Community partners have expressed strong levels of support for this graduate program. In particular, community clinical partners, who regularly attend the biannual Advisory Meeting, have requested that AUM offer graduate education for nurse leaders and faculty.
5. The proposed DNP program at AUM would prepare the next generation of faculty needed for the River Region. Increasing the pool of doctoral prepared nurse faculty will allow the AUM School of Nursing to increase enrollment at the undergraduate and graduate levels that will result in increasing the pipeline of nurses for the local community.

DECISION ITEM AUM-1:

Auburn University at Montgomery, Doctor of Nursing Practice in Nursing (CIP 51.3818)

Staff Presenter:

Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

That the Commission approve the proposed, Doctor of Nursing Practice and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 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 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 3, 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 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 from Sharon Goodison, Jackson Hospital, Vice President Patient Care services/ Chief Nursing Officer to Dr. Jean Leuner, Dean, AUM College of Nursing and Health Sciences, attached.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 8, 2017

5. Letter from Alabama State Nurses Association (ASNA) Executive Director Dr. John Ziegler to Dr. Jean Leuner, Dean, AUM College of Nursing and Health Sciences
6. Auburn University at Montgomery program proposal, received August 10, 2017. Available upon request.
7. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Auburn University at Montgomery

PROGRAM Doctor of Nursing Practice (CIP 51.3818)

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	\$26,055	\$56,566	\$65,449	\$78,642	\$87,327	\$314,039
TOTAL	\$26,055	\$56,566	\$65,449	\$78,642	\$87,327	\$314,039

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	<u>5-YEAR AVERAGE</u>
TOTAL HEADCOUNT ENROLLMENT	3	7	8	10	11	8
NEW ENROLLMENT HEADCOUNT	3	4	5	6	7	5
						<u>4-YEAR AVERAGE</u>
DEGREE COMPLETION PROJECTIONS	0	2	2	4	4	3

Attachment 2

Summary of Background Information

Doctor of Nursing Practice
Auburn University at Montgomery

Role: The proposed program expands the instructional role recognized for AUM. Approval of this program will expand academic subgroupings, "Nursing" to the Doctoral level.

Description and Objectives: The student learning outcomes are derived from the doctoral education standards that address the essential program content and outcome expectations for graduates of a Doctor of Nursing Practice program. The American Association of Colleges of Nursing has published The Essentials of Doctoral Education for Advanced Nursing Practice (2006), which outlines the curricular elements and competencies that must be present in programs conferring the DNP degree.

There are eight DNP Essential standards that are foundational outcome competencies deemed essential for all graduates. Each of the outcomes noted below are congruent with the Essentials document.

- Demonstrate organizational and systems-based leadership principles to promote the delivery of evidence-based advanced nursing practice. (Essential II)
- Develop, implement, advocate, and evaluate health policies at all levels. (Essential V)
- Demonstrate the ability to translate research and practice to guide improvements and outcomes of care. (Essential III)
- Lead interprofessional teams in the development of best practices to provide safe, timely, effective, efficient, equitable, and patient-centered care. (Essential VI)
- Integrate knowledge from other disciplines with specialized nursing knowledge as the basis for the highest level of advanced nursing practice. (Essentials I, IV, VIII)
- Engage in leadership team activities to identify sociocultural, access and equity issues to address health promotion and disease prevention across diverse populations. (Essentials VI, VII)
- Use health information technology to promote best practices across health care systems. (Essentials II, IV)

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 DNP 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 DNP 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 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 DNP 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 regarding job placement and achievement of program outcomes at the time of program completion and one year after graduation from the DNP Program. Students will be informed of the data collection process and they will be encouraged to keep in touch with AUM. Students will be encouraged to remain engaged using social media since it is a useful vehicle to connect with fellow students, the School of Nursing and the University.

Administration: The program will be administered by the Auburn University at Montgomery College of Nursing and Health Sciences, Dean, 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). It should be pointed out that there was not broad input from all ACGD members as support for the proposed DNP program at AUM was not unanimous. Two members of the ACGD participated in the final vote. One voted to approve the proposal.

Accreditation: The Commission on Collegiate Nursing Education (CCNE) is the autonomous accrediting agency for baccalaureate degree nursing programs, master's degree nursing programs, nursing doctorates that are practice-focused and have the title Doctor of Nursing Practice (DNP) and post graduate certificate programs that prepare Advanced Practice Registered Nurses (APRNs). CCNE is recognized by the U.S. Department of Education. Accreditation by CCNE serves as a statement of good educational practices for both internal and external constituents. The AUM School of Nursing academic programs have been accredited by CCNE and AUM will seek CCNE accreditation for the proposed DNP program as soon as it is approved and enrolls its first class of students.

Curriculum: The program completion requirements are as follows:

Credit hours required in major courses	29
Credit hours required in minor	N/A
Credit hours in institutional general education or core curriculum	N/A
Credit hours required in support courses	N/A
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation	11
Total credit hours required for completion	40

Collaboration: The institution does not plan on collaborating with other institutions in the delivery of this program.

Distance Education: All course work will be delivered via distance education utilizing the Blackboard Learning Management System that is in place at AUM. One-hundred percent of the total program's courses offered will be provided by distance education.

Admissions: The admission requirements for this Post-master's DNP program are as follows:

- Completion of the AUM Application for Admission.
- Evidence of a master's degree from an accredited nursing program by National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE); Transcripts are required.
- Hold an unencumbered RN license.
- Overall GPA of 3.0 or higher on a 4.0 scale (cumulative or last 60 credit hours).
- Three professional references.
- A resume or curriculum vitae.
- A written statement of personal goals, and area of clinical interest.
- A personal interview with a member of the AUM Nursing Graduate Faculty may be required.

Need: In 2004, the American Association of Colleges of Nursing (AACN) voted to endorse the position to move the level of preparation necessary for advanced nursing practice roles and other nurses seeking top clinical positions from the master's degree to the doctoral level by the year 2015. The position taken by AACN was monumental and schools and colleges across the U.S. immediately recognized that the role of the DNP would positively affect the entire health care System. As a result, DNP programs opened nationwide.

Although the goal set in 2004 at the AACN meeting has not been met, there is significant evidence that nursing schools nationwide have embraced the need to open DNP programs. As of 2013, 241 schools (more than 60 percent of schools with advanced practice registered nurse education) had DNP programs (Kirschling, 2014). As of June 2017, 303 DNP programs are enrolling students at schools of nursing across the nation and an additional 124 new DNP programs are in the planning stages. DNP programs are now located in all 50 states plus the District of Columbia. Alabama's need for this program is directly related to the designated status for counties and the delivery of health care within the state. Alabama's Office of Primary Care and Rural Health identifies 55 of the state's 67 counties as rural and all 67 counties are designated as either a medically underserved area (MUA) or a medically underserved population (MUP) by the U.S. Department of Health and Human Services.

These state designations point to the critical importance and need for highly trained and qualified advanced practice nurses to serve the citizens of Alabama. It has also been documented that there are 80 Health Professional Shortage Areas (HPSAs) in Alabama. The areas designated as HPSAs are experiencing shortages of primary medical care, dental or mental health providers and may be geographic areas, population focused or lacking facilities. Research published by Hooker and Muchow identified that Alabama has the lowest ratio of nurse practitioners (40 per 100,000). The issue of adequate access to healthcare for Alabamians was the precursor to former Governor Bentley's directive to form the Alabama Health Care Improvement Task Force to address the scope-of-practice for nurse practitioners and the need for access to well qualified practitioners in Alabama.

A critical need exists locally, regionally and nationally for doctorally prepared nursing faculty. According to the 2016-2017 data from the American Association of Colleges of Nursing (Fang, Li, Kennedy & Trautman, 2017), 9,757 qualified applicants were turned away from graduate nursing programs at the master's level. In 2014, AACN disseminated the results of a Special Survey on

Vacant Faculty Positions that reported a total of 1,236 faculty vacancies from 714 schools with baccalaureate and/or graduate programs across the nation (80 percent response rate). Schools also cited the need to create an additional 124 faculty positions to accommodate student demand. The data showed a national nurse faculty vacancy rate of 6.9 percent with 89.6 percent of the vacancies requiring a doctoral degree.

In a study conducted by the Southern Regional Board of Education (SREB) in 2002, they noted a serious shortage of nurse faculty across all 16 SREB states and the District of Columbia. It has been documented that the faculty shortage is related to multiple factors including the following: resignations due to low salaries, increasing opportunities in business, projected retirements, an aging workforce, and workload. The average age of faculty in Alabama is 50 years old; the average age of nurse faculty at retirement is 62.5 years.

The graduates from this DNP program will be qualified to hold faculty positions in nursing programs at the undergraduate and graduate levels as well as leadership roles in practice.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	70	72	74	76	78	370
State	341	351	362	373	384	1811
SREB	8,367	8,618	8,877	9,143	9,417	44,422
Nation	57,100	58,813	60,577	62,395	64,267	303,152

The growing complexity in the healthcare system, increasing sophistication in technology and demands for increasing scientific knowledge will provide graduates from DNP programs with an employment advantage. The DNP degree is designed to provide the highest level of practice expertise and scientific knowledge to advanced practice nurses focused on practice at the aggregate, systems, or organizational level.

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

The Bureau of Labor Statistics (www.bls.gov) Standard Occupational Classification list does not include advanced practice nursing roles specific to a DNP degree. Of note is the fact that the 2014-2024 projections list healthcare support occupations and healthcare practitioners as two of the most rapidly growing occupations. A combined increase of 2.3 million in employment is anticipated as a direct result of growth. The nurse practitioner (NP) category is recognized as one of the fastest growing occupations. This category has a projected growth of 35.2 percent or approximately 44,700 new jobs. In the Occupational Outlook Quarterly report from the Bureau of Labor Statistics (2014) it was noted that, "the offices of health practitioners are projected to add more jobs – 1.2 million- than any other type of healthcare employer."

Of note is that when searching for employment in the various states, DNP job searches often lead to the need for faculty prepared at the doctoral level. The DNP curriculum being proposed in this prospectus will not only prepare clinical experts, but also highly skilled and competent faculty members to prepare the workforce that is needed for the health of Alabama's citizens.

Student Demand: In an effort to assess state need and interest in the DNP degree, the list of all nurses in Alabama was purchased from the Alabama State Nurses Association. The list contained 1500 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, 63 (32 percent) indicated a desire to attend a DNP program.

The previous joint AU/AUM Master's Program enrolls approximately 80 percent of its students from Alabama each year and approximately 25 percent of the enrollees completed the AUM Baccalaureate in Nursing Program. These students are requesting that AUM offer an independent DNP Program. The Joint AUM Master's Program will serve as an excellent pipeline of students for the AUM DNP Program. Additionally, students in the AUM Baccalaureate Program are focusing on their long term goals that include completion of a DNP Program.

Faculty:

Current Primary Faculty—

Full-time: 11

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 1

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 5*

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Note: *The full-time faculty to be hired do not constitute new faculty lines but they are replacements for existing lines that aren't filled as of yet. Two faculty will be hired for January, 2018 and three will be hired for fall 2018.

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: Following a comprehensive assessment of the library collections and access to Resources, it has been determined that the AUM Library provides adequate support for the proposed DNP Program. The Library provides online access to specific databases such as the Cochrane Library. Additionally, the AUM Library has a cooperative agreement with the libraries of Troy University, Alabama State University, Faulkner University and Huntingdon College. In addition to traditional interlibrary loan services, the AUM Library participates in a special lending program with the libraries at Auburn University, Jacksonville State University, the University of Alabama and the University of Alabama at Birmingham. Nursing has the ability to request additional purchases annually and Nursing continues to receive the largest percentage of funding

for library purchases and should all allocated funds not be spent in any year, the funding rolls over to the next year.

The AUM Library provides access to the following: CINAHL Plus Text, a database in the Nursing and Health Sciences fields which contain access to more than 3,000 journals; the Cochrane Library which provides independent evidence that informs health care decision making; the Joanna Briggs Institute which contains evidence based practice resources; the ProQuest Nursing and Allied Health database with access to 620 journal titles; the Ovid Nursing Journals collection with 62 journals; PubMed Central which provides indexing and abstracting for more than 3,500 titles in the medical and health sciences area. The library provides current access to 212 nursing journals which includes the most frequently utilized in the discipline.

Program Budget: The proposal projected that \$0 in new funds will be required over the program in the first five years, and that \$314,039 will be available over the same period through tuition.

Attachment 3

Curriculum

Auburn University at Montgomery
Doctor of Nursing Practice

Course Number and Title	Number of Credit Hours	* If New Course
NURS 8110 Theoretical & Ethical Foundation for Advanced Nursing Practice	3	*
NURS 8120 Scholarly Writing for Advanced Nursing Practice	1	*
NURS 8130 Transition to DNP Practice	2	*
NURS 8140 Translating Evidence into Practice	3	*
NURS 8210 Management and Sources of Data in Healthcare	3	*
NURS 8220 Interprofessional Collaboration for Improved Clinical Outcomes	3	*
NURS 8230 Clinical Prevention and Population Health	3	*
NURS 8310 Resource Management & Sustainability	3	*
NURS 8320 Research Methods for Outcome Evaluation	3	*
NURS 8321 DNP Project Practicum I (1.5 theory and 1.5 clinical) 90 hours of clinical	3	*
NURS 8410 Health Policy, Advocacy and Leadership	3	*
NURS 8411 DNP Project Practicum II (1.0 theory and 3.0 clinical credits) 180 hours of clinical	4	*
NURS 8421 Advanced Practice Practicum (May repeat once for additional 120 hours	2	*
NURS 8511 DNP Project Practicum III (0 theory and 4 clinical) 240 hours of clinical	4	*
Total	40	

Auburn University at Montgomery
School of Nursing
Doctor of Nursing Practice (DNP) Curriculum

SEMESTER I (9 SH)	SEMESTER II (9 SH)
<p>NURS 8110 Theoretical & Ethical Foundation for Advanced Nursing Practice----- 3 SH</p> <p>NURS 8120 Scholarly Writing for Advanced Nursing Practice----- 1SH</p> <p>NURS 8130 Transition to DNP Practice----- 2SH</p> <p>NURS 8140 Translating Evidence into Practice-----3 SH</p>	<p>NURS 8210 Management and Sources of Data in Healthcare----- 3SH</p> <p>NURS 8220 Interprofessional Collaboration for Improved Clinical Outcomes-----3SH</p> <p>NURS 8230 Clinical Prevention and Population Health-----3SH</p>
SEMESTER III (9 SH)	SEMESTER IV (9 SH)
<p>NURS 8310 Resource Management & Sustainability-----3SH</p> <p>NURS 8320 Research Methods for Outcome Evaluation-----3SH</p> <p>NURS 8321 DNP Project Practicum I----- 3SH (1.5 theory and 1.5 clinical) (90 hours clinical)</p>	<p>NURS 8410 Health Policy, Advocacy & Leadership-----3SH</p> <p>NURS 8411 DNP Project Practicum II-----4SH (1 theory and 3 clinical) (180 hours)</p> <p>NURS 8421 Advanced Practice Practicum-----2SH (May repeat once for additional 120 hours)</p>
SEMESTER V (4 SH)	
<p>NURS 8511 DNP Project Practicum III-----4SH (0 theory; 4 clinical) (240 hours)</p>	<p>Total Program Credits: 40 Clinical hour ratio is 1:4 630 total clinical hours</p>

Approved by AUM School of Nursing 2.9.2017
Approved by AUM Graduate Council 2.22.2017

Attachment 4

Letter from Sharon Goodison, Jackson Hospital, Vice President Patient Care services/ Chief
Nursing Officer to Dr. Jean Leuner, Dean, AUM College of Nursing and Health Sciences

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 8, 2017

Attachment 5

Letter from Alabama State Nurses Association (ASNA) Executive Director Dr. John Ziegler to Dr.
Jean Leuner, Dean, AUM College of Nursing and Health Sciences

DECISION ITEM Athens-1: Athens State University, Bachelor of Science in Health Care Management (CIP 51.0701)

EXECUTIVE SUMMARY

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

Program Objectives: The proposed Health Care Management program provides an educational opportunity at the undergraduate level to address the growing local and regional demand for professionals with health care management knowledge and skills with emphasis on the north Alabama area. Consistent with Athens State University's mission of serving the educational needs of mostly community college students through quality and affordable programs of study, the proposed Bachelor of Science in Health Care Management degree is specifically designed to attract those students into healthcare-related occupations with high employment prospects or provide them with the ability to seek admission into a variety of graduate programs.

Role: The program is within the instructional role recognized by the Commission for Athens State University (ATSU).

Mode of Delivery: Both distance learning technology and traditional instruction will be used in the B.S. in Health Care Management program. The University requires that courses delivered through both distance learning and traditional instruction meet the same instructional quality standards.

Similar Programs: Auburn University has a BS in Health Services Administration, and the University of Alabama at Birmingham has a BS in Health Care Management in the Academic Program Inventory.

Collaboration: There are no plans to collaborate with other institutions.

Resources: A total of \$77,560 in estimated new funds will be needed for the program over the first five years. A total of \$342,992 will be available through tuition.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to the U.S. Bureau of Labor Statistics, employment of medical and health services managers is projected to grow by 17 percent from 2014 to 2024, a much faster growth than the average for all occupations. As increased demand for health services create the need for more physicians, healthcare workers, and healthcare facilities, managers are vital for running operations, staff, fiscal, and technological resources.
2. Most of the growth is expected in offices of health practitioners, particularly medical group practices, as they become larger and more complex. At the state level, medical and healthcare manager positions in Alabama are expected to grow by close to 13 percent during the same time period.

DECISION ITEM Athens-1: Athens State University, Bachelor of Science in Health Care Management (CIP 51.0701)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

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

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

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 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 7, 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 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

Athens State University (ATSU) 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. Athens State University program proposal, submitted September 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

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION Athens State University

PROGRAM Bachelor of Science in Health Care Management (CIP 51.0701)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	<u>\$15,512</u>	<u>\$15,512</u>	<u>\$15,512</u>	<u>\$15,512</u>	<u>\$15,512</u>	<u>\$77,560</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$15,512</u>	<u>\$15,512</u>	<u>\$15,512</u>	<u>\$15,512</u>	<u>\$15,512</u>	<u>\$77,560</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EXTRAMURAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TUITION	<u>\$31,824</u>	<u>\$42,432</u>	<u>\$70,720</u>	<u>\$88,400</u>	<u>\$109,616</u>	<u>\$342,992</u>
FEES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$31,824</u>	<u>\$42,432</u>	<u>\$70,720</u>	<u>\$88,400</u>	<u>\$109,616</u>	<u>\$342,992</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
HEADCOUNT ENROLLMENT	<u>7</u>	<u>9</u>	<u>15</u>	<u>18</u>	<u>22</u>	<u>14</u>
NEW ENROLLMENT HEADCOUNT	<u>7</u>	<u>4</u>	<u>6</u>	<u>7</u>	<u>13</u>	<u>7</u>
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>3</u>	<u>9</u>	<u>11</u>	<u>15</u>	<u>10</u>

Attachment 2

Summary of Background Information

Bachelor of Science in Health Care Management
Athens State University

Role: The program is within the instructional role recognized by the Commission for Athens State University (ATSU).

Program Description: The proposed Health Care Management program provides an educational opportunity at the undergraduate level to address the growing local and regional demand for professionals with health care management knowledge and skills with emphasis on the north Alabama area. Consistent with Athens State University's mission of serving the educational needs of mostly community college students through quality and affordable programs of study, the proposed Bachelor of Science in Health Care Management degree is specifically designed to attract those students into healthcare-related occupations with high employment prospects or the ability to seek admission into a variety of graduate programs.

Based on the student learning outcomes identified by the faculty and upon program completion, graduates of the proposed program will:

- Have comprehensive knowledge in the areas of accounting and finance, management and leadership, human resources and team building, cultural competence and diversity, and marketing, so that they can effectively lead health care operations.
- Have comprehensive knowledge in the areas of research methodology, organization theory and operations, public and community health, and quality improvement, so that they can effectively manage health care operations.
- Effectively use analytical, critical thinking, and decision-making skills to formulate and implement management and leadership strategies as a healthcare manager.
- Effectively communicate, both orally and in writing, in the healthcare management role.
- understand the legal and ethical issues associated with patient care and management of healthcare organizations.
- Effectively use technology needed to be successful as a healthcare manager

Administration: The program will be administered by the Department of Management Technology in the College of Business (Dr. LaDoris Baugh, Department Chairperson; Dr. Kim LaFevor, Dean).

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

Accreditation: The College of Business at ATSU is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and the proposed degree program will be in full compliance with ACBSP standards. Further, the Health Care Management program will seek accreditation by the Association of University Programs in Health Administration (AUPHA), when eligible, and has been configured to comply with AUPHA standards.

Curriculum: The following new courses will be added to the proposed program: HCM 445 Management of Health Care Financial Resources (3 hrs) and HCM 450 Strategic Planning, Practice, and Marketing in Health Care (3 hrs).

Program Completion Requirements

Credit hours required in major: 62 semester hours (sh)
Credit hours required in minor: n/a
Credit hours in general education: 62 sh
Credit hours in required in free electives: n/a
Credit hours in concentration: n/a
Total credit hours required for completion: 124 sh

Collaboration: There are no plans to collaborate with other institutions.

Distance Education: Both distance learning technology and traditional instruction will be used in the B.S. in Health Care Management program. The University requires that courses delivered through both distance learning and traditional instruction meet the same instructional quality standards.

Admissions: According to the proposal, the Health Care Management program has no special requirements.

Need: According to ATSU officials, the health care landscape in the State of Alabama is evolving consistent with national trends, characterized not only by a projected shortage of primary care personnel, but also by a high level of market uncertainty caused by proposed healthcare legislation pending in Congress.

The impact of health care spending specifically on statewide employment is being talked about across the nation. According to the U.S. Department of Labor, Alabama's economy would be worse off in terms of overall employment were it not for the growth seen in educational and health services employment, with half of the new jobs added directly tied to the health care industry. Combined, educational and health services employment is up more than 26 percent since 2000. Without the jobs added in those industries, Alabama's job loss would be nearly twice as bad according to the U.S. Department of Labor.

The increased complexity in the day-to-day operations of healthcare delivery services demands an increasing number of health care administrators with the skills to pursue supervisory roles industry wide. Insurance companies, hospitals, long-term care facilities, public health agencies, outpatient facilities, doctors' offices, and many other employment settings require college-educated professionals with a solid foundation in business and an in-depth understanding of the health care industry and its impact on public health and the state's economy.

Student Demand: According to the proposal, the methodology used to project overall enrollment for the Health Care Management program involved a thorough analysis of the following:

- Five-year enrollment trend in business programs, including the existing minor in Health Care Management.
- Analysis of retention and graduation rates to project the annual enrollment of new students (as opposed to returning students).
- Labor market opportunities for medical and health care manager occupations.

Resources:

Current Primary Faculty—
Full-time: 2
Part-time: 14
Current Support Faculty—
Full-time: 0
Part-time: 0

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Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: No new equipment will be required.

Facilities: No new facilities are required.

Library: According to the proposal, ATSU's library resources are sufficient.

Program Budget: A total of \$77,560 in estimated new funds will be needed for the program over the first five years. A total of \$342,992 will be available through tuition.

Attachment 3

**Athens State University
Bachelor of Science in Health Care Management**

ATHENS STATE UNIVERSITY COLLEGE OF BUSINESS BACHELOR OF SCIENCE IN HEALTH CARE MANAGEMENT	
Year 1 and Year 2:	62 SH
General education requirements and pre-professional courses are completed at an accredited community college or institution of higher education and students transfer to ASU to complete the junior and senior years of the baccalaureate degree.	
Athens State University:	
Year 3 - Fall Term	12 SH
HCM 340 Introduction to Health Care Systems	3 SH
MG 302 Management Information Systems	3 SH
MG 320 Organizational Communication	3 SH
MG 346 Principles of Management and Leadership	3 SH
Year 3 - Spring Term	15 SH
HCM 345 Management of Health Care Organizations	3 SH
MG 303 Management Decision Support Systems	3 SH
MG 350 Financial Management	3 SH
MG 352 International Business	3 SH
MK 331 Marketing Principles	3 SH
Year 3 - Summer Term	6 SH
HCM 355 Survey of Issues in Health Care Management	3 SH
HCM 356 Legal & Ethical Issues in Health Care Management	3 SH
Year 4 – Fall Term	15 SH
EC 321 Money & Banking	3 SH
GBA 307 Quantitative Business Analysis and HR Analytics	3 SH
HCM 445 Management of Health Care Financial Resources	3 SH
HS 355 Health Policy	3 SH
MG 390 Operations Management	3 SH
Year 4 - Spring Term	14 SH
HCM 450 Strategic Planning, Practice, and Marketing in Health Care	3 SH
HCM 455 Health Care Management Internship	3 SH
HCM 460 Health Care Management Senior Seminar	3 SH
MG 420 Business Policy	3 SH
MG 480 Senior Seminar	2 SH
Total Hours at Athens State University	62 SH
TOTAL HOURS	124 SH

DECISION ITEM TU-1: Troy University, Bachelor of Science in Electronics Engineering Technology (CIP 15.0399)

EXECUTIVE SUMMARY

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

Program Objective/Description: The Bachelor Science program in Electronics Engineering Technology will be a unique offering and include a curriculum introducing students to the theoretical foundations and modern laboratory experiments in electronic circuits and devices. The curriculum will not replicate the path taken by an engineer; instead, it will focus on the foundational aspects of the field. Such a curriculum will prepare students to enter into a "hardware industry" and or advanced study in the areas of Science, Technology, Engineering, and Math (STEM). The purpose of the BS degree program in Electronics Engineering Technology directly aligns with the purpose of the University's School of Science and Technology for undergraduate study at Troy University.

Role: The proposed program is within the instructional role recognized for the Troy University (TROY).

Mode of Delivery: According to the proposal, between 25-50 percent of the program will be offered via distance education.

Similar Programs: There are no other similar programs located at CIP 15.0399 at the Baccalaureate level in the Academic Program Inventory.

Collaboration: There were discussions between Troy University and Deans of Instruction from local community colleges, such as Enterprise State Community College, Wallace Community College (Dothan), and Lurleen B. Wallace Community College. TROY's program would allow students to transfer to Troy University and complete the third and fourth years.

Resources: The proposal projected that \$728,000 in new funds will be required to support the proposed program over the first five years. A total of \$1,350,000 will be available through tuition.

Public Review: The program was posted on the Commission website from October 19 through November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. A letter of support from the Lockheed-Martin Pike County Operations Director further emphasizes the need for this type of program.
2. According to TROY officials, the decision to offer the proposed program has been primarily based on the numerous requests received both in person and through telephone and email queries.
3. TROY will seek accreditation through the Council for Higher Education Accreditation (CHEA) recognized Accreditation Board for Engineering and Technology (ABET) for the proposed Electronic Engineering Technology program.

DECISION ITEM TU-1: Troy University, Bachelor of Science in Electronics Engineering Technology (CIP 15.0399)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Electronics Engineering Technology.

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

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 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 2020-21 through 2022-23 (three-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.

Troy University (TROY) 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. Troy University proposal, dated September 7, 2017. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION	Troy University					
PROGRAM	Bachelor of Science in Electronic Engineering Technology (CIP 15.0399)					
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	\$0	\$94,000	\$188,000	\$188,000	\$188,000	\$658,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$10,000	\$0	\$0	\$0	\$10,000
EQUIPMENT	\$0	\$40,000	\$20,000	\$0	\$0	\$60,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$144,000	\$208,000	\$188,000	\$188,000	\$728,000
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	\$63,000	\$153,000	\$243,000	\$378,000	\$513,000	\$1,350,000
TOTAL	\$63,000	\$153,000	\$243,000	\$378,000	\$513,000	\$1,350,000
ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	7	17	27	42	57	30
NEW ENROLLMENT HEADCOUNT	7	10	10	15	15	11
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	8	8	8	8

Attachment 2

Summary of Background Information

Bachelor of Science in Electronics Engineering Technology
Troy University

Role: The proposed program is within the instructional role recognized for the Troy University (TROY).

Objectives/Description: The Bachelor Science program in Electronics Engineering Technology will be a unique offering and include a curriculum introducing students to the theoretical foundations and modern laboratory experiments in electronic circuits and devices. The curriculum will not replicate the path taken by an engineer; instead, it will focus on the foundational aspects of the field. Such a curriculum will prepare students to enter into a “hardware industry” and or advanced study in the areas of Science, Technology, Engineering, and Math (STEM). The purpose of the BS degree program in Electronics Engineering Technology directly aligns with the purpose of the University’s School of Science and Technology for undergraduate study at Troy University.

The following Student Learning Outcomes will be assessed to demonstrate:

- 1) Students will be able to identify and discuss the central ideas in calculus of a single variable, vector calculus, and electricity and magnetism.
- 2) Students will be able to demonstrate knowledge and comprehension of theories, concepts, and methods in optical systems.
- 3) Students will be able to demonstrate the nature of circuit design and analysis. This includes trouble-shooting, measurement and analysis of electronic circuit systems.
- 4) Students will develop a strong foundation in the conceptual aspects of electronic systems
- 5) Students will be able to develop, verbally present and defend issues related to electronic systems

Administration: The program will be administered by Dr. Steven Taylor, College of Arts and Science, Dean; and Dr. Govind Menon, Department of Chemistry and Physics, 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: The Council for Higher Education Accreditation (CHEA) recognized Accreditation Board for Engineering and Technology (ABET) accredits Electronic Engineering Technology programs. TROY will seek accreditation following the initial viability period and report to the Commission (approximately 5 years after the establishment of the EET program).

Curriculum: A total of 16 new courses will be added to the proposed program.

Program Completion Requirements:

Credit hours required in major courses	54
Credit hours in institutional general education or core curriculum	62
Credit hours required in support courses	0
Credit hours in required or free electives	4
Total credit hours required for completion	120

Collaboration: There were discussions between Troy University and Deans of Instruction from local community colleges, such as Enterprise State Community College, Wallace Community College (Dothan), and Lurleen B. Wallace Community College. TROY's program would allow students to transfer to Troy University and complete the third and fourth years.

Distance Education: According to the proposal, between 25-50 percent of the program will be offered via distance education.

Admissions: There are no special admission requirements for the program.

Need: Many of the graduates of the proposed program will immediately seek employment in the field of electronics. This program will provide those students the necessary field and laboratory skills and training to successfully compete for those career opportunities. The program's facilities and onsite research opportunities will provide students with hands-on, practical experience in the various areas of electronics. TROY graduates would be able to enter the job market with possible employment at one of these companies.

The decision to offer Electronics Engineering Technology program was primarily based on the numerous requests received both in person and through telephone and email queries. Successful students would be prepared to work in the electronics industry such as Brundidge Electronics (Pike County, AL) and Lockheed-Martin.

Student Demand: A survey was used to determine interest in the Electronics Engineering Technology Program as well as student-advisor inquiries. Current students within the sciences expressed a possible interest in a technology program. There also were discussions between Troy University and the Deans of Instruction from local community colleges concerning potential student interest. TROY's program would allow students to transfer to Troy University and complete the third and fourth years.

Faculty:

Current Primary Faculty—

Full-time: 14

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: The following equipment will be needed for the proposed program:

Advanced Electronics Lab

Equipment will include, but not be limited to: a PC, a Dual Channel Arbitrary Function Generator, a Digital Oscilloscope, a Digital Precision Multi-meter, a DC Power Supply, a Computer Data Acquisition System, an Oscilloscope and a Function Generator, which may connect to the internet over the Local Area Network (LAN) in real time for remote experimentation. This lab will cover courses on analog circuits, digital circuits, and measurement & instrumentation.

Microprocessor Systems Lab

Equipment will include, but not limited to: PCs, wire wrap boards and tools, micro-controllers, logic chips, EPROM programmer and eraser.

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This lab will cover courses on micro controllers and embedded systems.

Facilities: No new facilities will be required for the program. The estimated cost of renovation to the newly assigned lab space is \$10,000.

Library: A search of the library's catalog for books and ebooks on the subjects of Electronic Engineering, Physics and Physical Science yielded the following results:

Electronic engineering/technology	2,272
Physics	524
Physical science	346

Program Budget: The proposal projected that \$728,000 in new funds will be required to support the proposed program over the first five years. A total of \$1,350,000 will be available through tuition

Attachment 3

Troy University
Bachelor of Science in
Electronics Engineering Technology

Area III

MTH 1125 (4) Calculus I
CHM 1142 (3) General Chemistry I
CHM L142 (1) General Chemistry I Lab

Area V

TROY 1101 (1) University Orientation
CS 2250 (3) Computer Science I
GEM 1100 (2) Computer-Aided Drafting I

Requirements

MTH 1126 (4) Calculus II
PHY 2262 (3) Physics I w/ Calculus
PHY L262 (1) Physics I w/ Calculus Lab
PHY 2263 (3) Physics II w/ Calculus
PHY L263 (1) Physics II w/ Calculus Lab
EET 2210 (3) Electronic Devices and Materials
EET 2215 (3) Analog Circuits & Systems
EET L215 (1) Analog Circuits & Systems Lab
EET 3315 (3) Digital Circuits & Systems
EET L315 (1) Digital Circuits & Systems Lab
EET 3320 (3) Measurement & Instrumentation
EET 4410 (3) Signal Processing
EET 4415 (3) Automation & Control
EET L415 (1) Automation & Control Lab
EET 4420 (3) Fundamentals of Microcontrollers
EET L420 (1) Fundamentals of Microcontrollers Lab
EET 4425 (3) Data Communication & Networking
EET 4430 (3) Optical Electronics
EET 4435 (4) LSI/ VLSI Design
EET 4440 (4) Electronic Testing
EET 4499 (3) Electronic Engineering Technology Capstone

Typical Bachelor of Science in EET

	Fall Semester	Spring Semester
Year 1	MTH 1125 Calculus I (4) ENG 1101 (3) CHM 1142/L142 General Chemistry I / Lab (3+1) TROY 1101 University Orientation (1) Fine Art Elective (3) Total - 15 hours	Calculus II (4) English Composition II (3) Area III General Studies science + Lab (3+1) Area II General Studies Elective (3) Free Elective (1) Total – 15 hours
Year 2	Physics with Calculus I + Lab (3+1) GEM 1100 Computer-Aided Drafting I (2) Literature I (3) History I (3)	Physics with Calculus II + Lab (3+1) Area II General Studies Elective (3) Area IV General Studies (3) EET 2210 Electronic Devices & Materials (3)

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	Free Elective (3) Total – 15 hours	Free Elective (2) Total – 15 hours
Year 3	EET 3320 Measurement & Instrumentation (3) EET 2215/L215 Analog Circuits & Systems + Lab (3+1) CS 2250 Computer Science I (3) Area IV General Studies Elective (3) Free Elective (3) Total – 16 hours	EET 3315/L315 Digital Circuits & Systems + Lab (3+1) Area IV General Studies Elective (3) Free Elective (3) Free Elective (3) Free Elective (1) Total – 14 hours
Year 4	EET 4420/L420 Fundamentals of Microcontrollers + Lab (3+1) EET 4440 Electronic Testing (4) EET 4435 LSI / VLSI Design (4) EET 4410 Signal Processing (3) Total – 15 hours	EET 4430 Optical Electronics (3) EET 4425 Data Communication and Networking (3) EET 4499 Electronic Engineering Technology Capstone (3) EET 4415/L415 Automation and Control + Lab (3+ 1) Free Elective (2) Total – 15 hours

DECISION ITEM TU-2: Troy University, Bachelor of Science in Interdisciplinary Studies
(CIP 30.9999)

EXECUTIVE SUMMARY

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

Program Objective/Description: The purpose of the proposed Bachelors of Science program in Interdisciplinary Studies is to provide an expanded degree program, across multiple disciplines, for the Troy University student. The program will provide opportunities for TROY students to create three programs of focused disciplinary learning, based on existing University courses, which will be of interest to the student. From such interest, the Interdisciplinary Studies program will enhance student learning and retention, will assist in student degree progression, and will support student success within the baccalaureate experience and in post-baccalaureate activities.

Role: The proposed program is within the instructional role recognized for the Troy University (TROY).

Mode of Delivery: According to the proposal, based on the three academic minors selected for use in the student's Interdisciplinary program, up to 100 percent of these fifty-four (54) hours could be available via distal technology. The proposed program will be delivered via Troy University's online delivery system (TROY Online), as well as at the University's physical campus locations (Troy, Montgomery, and Dothan).

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

Collaboration: Troy University is always open to collaboration with other institutions within the state. At this time, no specific collaborations are planned for this particular degree program, but the University remains committed to future opportunities.

Resources: The proposal projected that \$90,000 in new funds will be required to support the proposed program over the first five years. A total of \$1,650,000 will be available through internal reallocations and tuition.

Public Review: The program was posted on the Commission website from October 19 through November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Existing courses, faculty delivery, and course management/oversight are already in place and governed by department chairs and college deans.
2. The proposed program will enhance student interest for individuals who seek knowledge in more than one academic discipline content area.
3. TROY has a significant number of students who are active duty military and the proposed degree program would be an important degree pathway for this group as the program will be offered via distance education technology.

DECISION ITEM TU-2: Troy University, Bachelor of Science in Interdisciplinary Studies (CIP 30.9999)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

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

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 December 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 15, 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 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.

Troy University (TROY) 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.

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Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Troy University proposal, dated September 7, 2017. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Troy University

PROGRAM Bachelor of Science in Interdisciplinary Studies (CIP 30.9999)

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	\$30,000	\$30,000	\$30,000	\$90,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$30,000	\$30,000	\$30,000	\$90,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$30,000	\$30,000	\$30,000	\$90,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$97,000	\$194,000	\$291,000	\$423,000	\$555,000	\$1,560,000
TOTAL	\$97,000	\$194,000	\$321,000	\$453,000	\$585,000	\$1,650,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	13	26	39	57	75	42
NEW ENROLLMENT HEADCOUNT	13	13	13	18	18	15 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	8	8	8	8

Attachment 2

Summary of Background Information

Bachelor of Science in Interdisciplinary Studies
Troy University

Role: The proposed program is within the instructional role recognized for the Troy University (TROY).

Objectives/Description: The purpose of the proposed Bachelors of Science program in Interdisciplinary Studies is to provide an expanded degree program, across multiple disciplines, for the Troy University student. The program will provide opportunities for TROY students to create three programs of focused disciplinary learning, based on existing University courses, which will be of interest to the student. From such interest, the Interdisciplinary Studies program will enhance student learning and retention, will assist in student degree progression, and will support student success with in the baccalaureate experience and in post-baccalaureate activities.

The following Student Learning Outcomes will be assessed for the proposed program:

- 1) Students completing the BS in Interdisciplinary Studies will successfully master content in at least three (3) different undergraduate discipline areas.
- 2) Students completing the BS in Interdisciplinary Studies will increase their knowledge of contemporary issues within at least three (3) different discipline areas.
- 3) Students completing the BS in Interdisciplinary Studies will increase their written and oral communication skills.
- 4) Students completing the BS in Interdisciplinary Studies will increase their analytical and research skills.
- 5) Students completing the BS in Interdisciplinary Studies will be successful in post-baccalaureate activities, such as gaining employment, professionally advancing with their current employment status, and/or gaining acceptance into graduate and post-baccalaureate professional schools.

Administration: The program will be administered by Dr. Earl Ingram, Division of Academics, Dean; and Dr. Hal Fulmer, Department of Undergraduate Studies, 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	54
Credit hours in institutional general education or core curriculum	60
Credit hours required in support courses	0
Credit hours in required or free electives	6
Total credit hours required for completion	120

The fifty-four (54) hours required in major courses for the proposed program will be generated by the completion of three (3) University academic minors. Currently, the University offers seventy-nine (79) academic minors, which are eighteen hours (18) each. Based on the student's selection of which three University minors for his/her Interdisciplinary program, the program will be supported by, and related to, these three undergraduate disciplinary areas.

Collaboration: Troy University is always open to collaboration with other institutions within the state. At this time, no specific collaborations are planned for this particular degree program, but the University remains committed to future opportunities.

Distance Education: According to the proposal, based on the three academic minors selected for use in the student's Interdisciplinary program, up to 100 percent of these fifty-four (54) hours could be available via distal technology. The proposed program will be delivered via Troy University's online delivery system (TROY Online), as well as at the University's physical campus locations (Troy, Montgomery, Dothan).

Admissions: There are no special admission requirements for the program.

Need: Interdisciplinary degrees are important for their flexibility, as well as their rich diversity of course offerings. For TROY, the proposed Interdisciplinary Studies program would meet the needs of traditional/residential University students, as well as the significant number of non-traditional students at the University's non-residential campuses. Troy University has a significant number of students who are active duty military and this degree, offered via distal learning technology, would be an important degree pathway for this group as well. At TROY, there are non-residential/adult learners who have engaged academic coursework across a number of years, and often at a number of institutions, and have reached a difficult impasse for completing the requirements of a single degree (36 to 54 hours within a single disciplinary area). The proposed program will provide a pathway to degree completion for these individuals.

Student Demand: Because the individual student has the opportunity to shape his/her specific program of study, a number of variables were used to determine need, including broad Bureau of Labor statistics for the various program combinations likely to be used by students. Additionally, cumulative data from external stakeholders, such as potential employers, was reviewed to determine likely employment viability. The significant number of Troy University students who are non-residential/adult learners, seeking degree completion, while currently employed, was considered as an important variable as well. So, too were the number of active duty military personnel (especially in the enlisted ranks) who are served by the University. Finally, the number of University students, traditional and nontraditional, who are undeclared majors was considered. This group, which numbers over 500 students, was considered as possible/likely program enrollees based on review and analysis by the University's academic leadership team. The University also has almost 600 honors program students and this group is considered a likely source of enrollments into the proposed program. Taken together, the number of undeclared students and the number of honors students total over 1,000 individuals.

Faculty:

Current Primary Faculty—

Full-time: 300

Part-time: 300

Support Faculty—

Full-time: 35

Part-time: 15

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

The proposed Interdisciplinary Studies program will make use of existing academic courses which support the University's academic minors. These minors are eighteen hours (18) and are comprised of upper level courses (the vast majority are at the 3000-4000 level). As such, all University faculty, full-time and part-time, who deliver course instruction in academic classes which support the academic minors, will be supporting the proposed program (the same can be said for the support staff). The program will be an organizational structure making use of existing University classes, faculty and staff support. The oversight of the Interdisciplinary program, including academic advisors, will be provided by existing structures and staff at the University under the direction of the Senior Vice Chancellor for Academics and the Associate Provost/Dean of Undergraduate and First Year Studies.

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

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

Library: The proposed program will draw on literature from a significant number of different undergraduate disciplines. The Troy campus has a collection of approximately 300,000 bound volumes, 40,000 media items, and nearly 1 million items in microform. In addition to physical materials, the library provides access to over 200 databases including those that allow access to books, reference works, journal and newspaper articles, audio-visual sources including streaming video, and numeric data via computers, tablets, and smart phones. The interlibrary loan (ILL) service enables students to obtain materials, which are not available locally or through the Library's digital collections.

Program Budget: The proposal projected that \$90,000 in new funds will be required to support the proposed program over the first five years. A total of \$1,650,000 will be available through internal reallocations and tuition.

Attachment 3

Troy University
Bachelor of Science in Interdisciplinary Studies

Required:

- | | | |
|------|---|-----------------|
| I. | Completion of the General Studies Program | 60 hours |
| | Area I | 6 hours |
| | Area II | 12 hours |
| | Area III | 11-12 hours |
| | Area IV | 12 hours |
| | Area V of General Studies would consist of | |
| | TROY 1101 or equivalent | 1 hour |
| | IS 2241 or equivalent | 3 hours |
| | Unrestricted electives (1000-2000) | 14-15 hours |
| II. | Completion of the Interdisciplinary Studies Program | 54 hours |
| | Completion of three (3) Troy University minors | (18 hours each) |
| III. | Unrestricted electives (3000-4000) | 6 hours |

DECISION ITEM TU-3: Troy University, Bachelor of Science in Applied Health Sciences
(CIP 51.0000)

EXECUTIVE SUMMARY

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

Program Objective/Description: The Bachelor of Science degree in Applied Health Sciences program will prepare students with a firm foundation in basic and health-related sciences. The curriculum will be flexible, and students will be able to choose from a variety of courses in the three concentration areas of Communications, Health and Nutrition, and Health and Humanities. The proposed program will be multidisciplinary/interdisciplinary and will be supported by a variety of departments, as well as four colleges in the university. The degree will prepare students to enter the job market upon graduation or seek further admission in graduate studies.

Role: The proposed program is within the instructional role recognized for the Troy University (TROY).

Mode of Delivery: The program will be supported by a variety of schools and colleges within the university. The majority of courses will be delivered as in-class instruction. However, there are some courses that may be offered in an on-line format. This program will be offered on the Troy and the Dothan Campuses.

Similar Programs: The University of West Alabama has the only other program located at CIP 51.0000 in the Academic Program Inventory, a BS/BA in Health Sciences.

Collaboration: Troy University is always open to collaboration with other institutions within the state. At this time, no specific collaborations are planned for this particular degree program, but the University remains committed to future opportunities.

Resources: The proposal projected that \$255,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,755,000 will be available through internal reallocations and tuition.

Public Review: The program was posted on the Commission website from October 19 through November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The Allied Health Sciences program will have concentrations in Communications, Health and Nutrition, and Health and Humanities.
2. The proposed program provides degree plans for students who are interested in entering the health sciences field but do not wish to pursue specific licensure programs such as Nursing.
3. Over the next 5 years, there will be close to 1,700 local projected job openings related to health care.
4. Graduates of the proposed program will be equipped to enter the job market upon graduation in areas such as health education, health promotion and wellness, pharmaceutical and medical device sales, and health information services

DECISION ITEM TU-3: Troy University, Bachelor of Science in Applied Health Sciences (CIP 51.0000)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Bachelor of Science in Applied Health Sciences.

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 December 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 14, 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 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.

Troy University (TROY) 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.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 8, 2017

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Troy University proposal, dated September 7, 2017. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION	Troy University					
PROGRAM	Bachelor of Science in Allied Health Sciences (CIP 51.0000)					
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM						
	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	\$0	\$0	\$60,000	\$60,000	\$60,000	\$180,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$25,000	\$25,000	\$25,000	\$75,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$85,000	\$85,000	\$85,000	\$255,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$85,000	\$85,000	\$85,000	\$255,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$93,000	\$186,000	\$279,000	\$407,000	\$535,000	\$1,500,000
TOTAL	\$93,000	\$186,000	\$364,000	\$492,000	\$620,000	\$1,755,000
ENROLLMENT AND DEGREE COMPLETION PROJECTIONS						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	12	24	36	53	70	39
NEW ENROLLMENT HEADCOUNT	12	12	12	17	17	14
						3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	8	8	8	8

Attachment 2

Summary of Background Information

Bachelor of Science in Applied Health Sciences
Troy University

Role: The proposed program is within the instructional role recognized for the Troy University (TROY).

Objective/Description: The Bachelor of Science degree in Applied Health Sciences program will prepare students with a firm foundation in basic and health-related sciences. The curriculum will be flexible, and students will be able to choose from a variety of courses in the three concentration areas of communications, health and nutrition, and health and humanities. The Applied Health Sciences program will be multidisciplinary/interdisciplinary and will be supported by a variety of departments, as well as four colleges in the university. The degree will prepare students to enter the job market upon graduation or seek further admission in graduate studies.

The following Student Learning Outcomes will be assessed for the proposed program:

1. Synthesize theoretical and empirical knowledge from scientific, health, communication, nutrition, and humanistic disciplines within the context of health and wellness promotion and disease prevention.
2. Utilize interpersonal and interprofessional communication skills in collaboration with other allied healthcare professionals to promote optimal health states for individuals, communities, and populations.
3. Recognize the importance of multi-disciplines in the overall resolution and prevention of healthcare-related problems.
4. Apply multidisciplinary approaches to the management and prevention of illness and injury.

Administration: The program will be administered by Dr. Denise Green, College of Health and Human Services, Dean; and Dr. Wade Forehand, School of Nursing, 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: The program will have three concentrations:

Communication Concentration (select 12 hrs)
COM 3328 International/Intercultural Communication
COM 3360 Communication Research
COM 4426 Organizational Communication
COM 4430 Health Communication
COM 4460 Crisis Communication
HS 3370 Professional Communication Skills

Health and Nutrition Concentration (select 9 hrs)
KHP 3311 Nutritional Assessment
KHP 3316 Community Nutrition
KHP 3350 Psychology of Wellness
KHP 4427 Health Behavior
PSY 3330 Health Psychology

Health and Humanities Concentration (select 9 hrs)
HS 3310 Human Behavior in the Social Environment I
HS 3375 Diversity
HIS 4409 Infectious Disease and History
HIS 4410 Women, Health and History
PSY 3315 Cultural and Diversity Psychology
PSY 3310 Sensation and Perception
PHI 3365 Bioethics in a Historical Context or HIS 3365 Bioethics in a Historical Context
PHI 3310 Applied Ethics

Program Completion Requirements:

Credit hours required in major courses	60
Credit hours required in minor	0
Credit hours in institutional general education or core curriculum	60
Credit hours required in support courses	0
Credit hours in required or free electives	0
Total credit hours required for completion	120

Collaboration: Troy University is always open to collaboration with other institutions within the state. At this time, no specific collaborations are planned for this particular degree program, but the University remains committed to future opportunities.

Distance Education: The proposed program will be supported by a variety of schools and colleges within the university. The majority of courses will be delivered as in-class instruction. However, there are some courses that may be offered in an on-line format. This program will be offered on the Troy and the Dothan Campuses.

Admissions: There are no special admission requirements for the program.

Need: One of the fastest growing job opportunities within the state of Alabama is within the broadly general field of health care. With the health-care industry growing in Alabama and nationwide, the employment outlook for careers in health-related professions remains positive. The reasons for this growth are several, including an ever-increasing aging population across the state and nation, as well as health issues for children: obesity, blood pressure and diabetes. Graduates of the Applied Health Science will be well positioned to help meet this growing demand in our state.

Career and
College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	323	330	338	346	354	1,691
State	384	393	402	411	421	2,011
SREB	3,427	3,516	3,607	3,700	3,796	18,046
Nation	24,130	24,733	25,351	25,984	26,633	101,480

Student Demand: Student interest and demand for healthcare-related areas of study at Troy University far exceed what current programs can accommodate. Many of the health related programs operate under national accreditation standards that regulate how quickly a program can grow and/or expand student enrollment. Under these special accreditation restrictions, there is a need for programs for healthcare-related preparation that do not require or lead to licensure.

Faculty:

Current Primary Faculty—

Full-time: 25

Part-time: 0

Support Faculty—

Full-time: 5

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 1

Part-time: 0

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

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

Library: The Applied Health Sciences program will draw on literature from many different disciplines. The Troy campus has a collection of approximately 300,000 bound volumes, 40,000 media items, and nearly 1 million items in microform. In addition to physical materials, the library provides access to over 200 databases, including those that allow access to books, reference works, journal and newspaper articles, audio-visual sources, including streaming video, and numeric data via computers, tablets, and smart phones. The interlibrary loan (ILL) service enables students to obtain materials that are not available locally or through the Library's digital collections.

Program Budget: The proposal projected that \$255,000 in new funds will be required to support the proposed program over the first five years. A total of \$1,755,000 will be available through internal reallocations and tuition.

Attachment 3

Troy University
Bachelor of Science in Applied Health Sciences

General Education Requirements:

Area I (6 hrs)

ENG 1101 (3) Composition and Modern English I
ENG 1102 (3) Composition and Modern English II

Area II (12 hrs)

ENG Literature Course (3)
ENG Literature Course (3)
Fine Arts Requirement (3)

Select one of the following: ANT 2280, PHI 2203, or PHI 2204 (3)

Specialized General Studies Requirements:

Area III (11 hrs)

BIO 1100 (3) Principles of Biology
BIO L100 (1) Principles of Biology Lab
MTH 11112 (3) Pre-Calculus Algebra
OR
MTH 1110 (3) Finite Math
CHM 1142 (3) General Chemistry I and CHM L142 (1) General Chemistry Lab
OR
CHM 1115 (3) Survey of Chemistry and CHM L115 (1) Survey of Chemistry Lab

Area IV (12 hrs)

NSG 2205 (3) Human Growth and Development
OR
PSY 2210 (3) Developmental Psychology (Lifespan)

Select a six-hour history sequence (HIS 1101/1102; HIS 1111/1112; HIS 1122/1123)

Select three hours from the following:

ANT 2200 (3) Anthropology
PSY 2200 (3) General Psychology

Area V (18-22 hrs) Requirements:

BIO 3347 (3) Human Anatomy and Physiology I
BIO L347 (1) Human Anatomy and Physiology Lab I
BIO 3348 (3) Human Anatomy and Physiology II
BIO L348 (1) Human Anatomy and Physiology Lab II
IS 2241 (3) Computer Concepts and Applications or NSG 2220 (3) Health Science Informatics
NSG 2204 (2) Nutrition
SOC 2275 (3) Introduction to Sociology
TROY 1101 (1) University Orientation

Select 3 hours from the following:

MTH 2210 (3) Applied Statistics
PSY 3301 (3) Basic Statistics
QM 2241 (3) Business Statistics I

Core Course Requirements:

NSG 2230 (3) Advanced Medical Terminology

NSG 2285 (3) Perspectives of Aging
NSG 3309 (2) Health Assessment
NSG 3310 (1) Health Assessment Practicum
OR
NSG 3345 (2) Physical Examination for Allied Health Professionals
NSG 3346 (1) Physical Examination for Allied Health Professionals Practicum
NSG 3315 (3) Pathophysiology
NSG 3340 (3) Ethics in Nursing
NSG 3350 (3) Case Management in Healthcare
SOC 3355 (3) Death and Dying
SOC 3356 (3) Sociology of Aging
SOC 4456 (3) Gerontology
OR
PSY 4456 (3) Gerontology
SOC 4459 (3) Sociology of Health, Medicine, and Illness

Students will select 12 hours in the following Communication concentration:

COM 3328 International/Intercultural Communication (3)
COM 3360 Communication Research (3)
COM 4426 Organizational Communication (3)
COM 4430 Health Communication (3)
COM 4460 Crisis Communication (3)
HS 3370 Professional Communication Skills (3)

Students will select 9 hours in the following Health and Nutrition Concentration:

KHP 3311 Nutritional Assessment (3)
KHP 3316 Community Nutrition (3)
KHP 3350 Psychology of Wellness (3)
KHP 4427 Health Behavior (3)
PSY 3330 Health Psychology (3)

Students will select 9 hours in the following Health and Humanities Concentration:

HS 3310 Human Behavior in the Social Environment I (3)
HS 3375 Diversity (3)
HIS 4409 Infectious Disease and History (3)
HIS 4410 Women, Health and History (3)
PSY 3315 Cultural and Diversity Psychology (3)
PSY 3310 Sensation and Perception (3)
PHI 3365 Bioethics in a Historical Context (3) or HIS 3365 Bioethics in a Historical Context (3)
PHI 3310 Applied Ethics (3)

Minors

Students will select 18 hours of University approved courses, along with advisor input, to earn a minor.

DECISION ITEM TU-4: Troy University, Bachelor of Science in Occupational Education
(CIP 13.1319)

EXECUTIVE SUMMARY

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

Program Objective/Description: The purpose of the Bachelors of Science in Occupational Education (BSOE) is to provide a pathway for individuals with specialized skills to earn a bachelor's degree. The program is designed to provide expertise in the design, delivery, and practice of instructional programs for adults in a variety of professional and technical vocations, including online education, workforce development, continuing education, higher education, and military education.

Role: The proposed program is within the instructional role recognized for the Troy University (TROY).

Mode of Delivery: Although the entire program will be offered 100 percent online, based on demand of the proposed program and students wanting face-to-face delivery, the program will be offered at the Dothan, Montgomery, Phenix City and Troy Campuses.

Similar Programs: The following institutions have programs located at CIP 13.1319 in the Academic Program Inventory: Auburn University (BS in Career & Technical Education), and Athens State University (BSEd in Career and Technical Education).

Collaboration: At this time, TROY does not have a specific collaboration in place as part of the program proposal or its initial delivery. However, the university will be working with the Alabama Community College System (ACCS) to engage ACCS faculty and staff with the program and encourage ACCS student participation. The University also anticipates engaging various Department of Defense (DoD) agencies located within the state (such as The Community College of the Air Force) to engage qualifying DoD members to the program.

Resources: The proposal projected that \$165,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,701,000 will be available through internal reallocations and tuition.

Public Review: The program was posted on the Commission website from October 19 through November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will be offered entirely online.
2. According to TROY officials, thousands of qualified military technicians with Associate Degrees in the United States Air Force (USAF) and Department of Defense (DoD) personnel would benefit from this program.
3. The BS in Occupational Education will combine theory with experience to prepare students as workforce development professionals in a variety of settings and occupations. Students qualify for the proposed program based upon completion or possession of an Associate degree from an accredited college or university.

DECISION ITEM TU-4:

Troy University, Bachelor of Science in Occupational Education (CIP 13.1319)

Staff Presenter:

Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Occupational Education.

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 December 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 15, 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 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.

Troy University (TROY) 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.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 8, 2017

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Troy University proposal, dated September 7, 2017. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Troy University

PROGRAM Bachelor of Science in Occupational Education (CIP 13.1319)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	\$0	\$0	\$52,000	\$52,000	\$52,000	\$156,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$3,000	\$3,000	\$3,000	\$9,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$55,000	\$55,000	\$55,000	\$165,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$24,000	\$48,000	\$0	\$0	\$0	\$72,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$98,000	\$196,000	\$294,000	\$445,000	\$596,000	\$1,629,000
TOTAL	\$122,000	\$244,000	\$294,000	\$445,000	\$596,000	\$1,701,000

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	12	24	36	55	74	40
NEW ENROLLMENT HEADCOUNT	12	12	12	19	19	15 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	8	8	8	8

Attachment 2

Summary of Background Information

Bachelor of Science in Occupational Education
Troy University

Role: The proposed program is within the instructional role recognized for the Troy University (TROY).

Objective/Description: The purpose of the Bachelors of Science in Occupational Education (BSOE) is to provide a pathway for individuals with specialized skills to earn a bachelor's degree. The program is designed to provide expertise in the design, delivery, and practice of instructional programs for adults in a variety of professional and technical vocations, including online education, workforce development, continuing education, higher education, and military education.

This degree supports Troy University's mission by providing *"an educational program at the undergraduate level for a diverse student body in traditional, nontraditional and emerging electronic formats."* It also supports the University's College of Education mission in preparing *"outstanding educators, who are equipped and prepared with the knowledge, pedagogical skills and professional dispositions required to improve the learning opportunities of those they teach."*

Upon completion of this degree, students will be able to:

1. Develop curricula for adult learners.
 - Students will be able to develop curricula and assessment tools for adult learners that correlate with their occupational specialty.
2. Discuss the different ways in which adults learn and how to assess their needs, interests, motivations, and capabilities.
 - Students will be able to explain the nature of the adult learner with emphasis on adult learner needs, how adults learn, and how to motivate learning.
4. Apply specialized knowledge related to their occupational area to practical classroom situations.
 - Students will be able to deliver effective instruction to adult learners in their occupational specialty.
5. Articulate a personal adult education teaching philosophy.
 - Students will be able to express and embrace a personal philosophy of adult learning and appropriate adult teaching methods.

Administration: The program will be administered by Dr. Royce Dasinger, College of Education, Dean; and Dr. Jason Wingate, Leadership Development and Professional Studies, 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: All courses within the Professional Core (30 hours) are new except COM 2231: Interpersonal Communications.

BS in Occupational Education The Bachelor of Science Degree in Occupational Education combines theory with experience to prepare students as workforce development professionals in a variety of settings and occupations. Students qualify for the program based upon completion or possession of an Associates' degree from an accredited college or university.	
AREA	Hours
1: Associates Degree (already completed by the BSOE student)	60
2: Credentialed Work Related Experience	30
3: Professional Core	30
ADE 3346: Educational Psychology in Adult Learning	3
ADE 3310: Teaching Adult Learners	3
ADE 3320: Assessing Adult Learners	3
ADE 3305: Teaching Adults With Technology	3
ADE 4400: Classroom Management in Adult Learning	3
ADE 4410: Professional Education Communication (Student Counseling)	3
ADE 4420: History and Development of the Workforce	3
EAL 3301: Education Leadership and Motivation in Adult Learning	3
COM 2231: Interpersonal Communications	3
EAL 4401: Problem Solving and Decision Making	3
Total degree requirements	120

Area 2: Credentialed Work Related Experience (30 Hours) – Troy University recognizes that individuals working in various occupations have garnered hundreds, perhaps thousands, of hours of experience to become highly proficient in a particular area. Further, these individuals earn certifications, licenses, or some sort of credential indicating expertise. Troy University will provide academic credit for those credentials. Individuals in the BSOE program can earn up to 30 hours ***in one of two ways:***

1. National, state, military, or professional credentials that are widely recognized in the field as indicating *currency* and *competency* in work related abilities. These credentials will be scrutinized by TROY for authenticity, rigor, and occupational regard. Examples of acceptable credentials would include:

- National Inspection Testing and Certification Corporation (NITC) certification,
- ANSI/NETA ETT *Standard for Certification of Electrical Testing Technicians*,
- Certified Information Systems Security Specialist (CISSP);
- A+ Certification,
- Security+ Certification,
- Community College of the Air Force credentials,
- USAF Air University credentials,
- Air Force Credentialing Opportunities Online (COOL).

After review, TROY will award appropriate credit up to 30 hours. Should the award fall below 30 hours, TROY will recommend subsequent action to reach the 30-hour requirement. (Example: enrollment in a specified program of study at a community college to earn credit in related skill areas.)

2. A detailed **Work-Related Portfolio Assessment** that must be completed before registering for the Professional Core. This portfolio will be assembled by potential students for evaluation by Troy University. In turn, TROY will determine appropriate academic credit (hours) and recommend any additional credentials needed to earn the full 30 hours required.

Troy University recognizes that some students may have acquired knowledge and skills through life experiences, but may not have recognized credentials indicating currency and/or competency in those skills. The **Work Related Portfolio Assessment** allows students the opportunity to have life/work related experiences evaluated as educational experiences and credited toward the BSOE Area 2: Work Related Experience: This portfolio is a collection of materials which represent a student's life experience in a certain subject area or skill. It will be assembled by potential students for evaluation by Troy University. In turn, TROY *will determine appropriate academic credit (hours) and recommend any additional credentials needed to earn the full 30 hours required.* Portfolio contents include:

Cover Letter (Required): A cover letter briefly summarizes and clarifies the life experiences, work related activities, and credentials for which credit is requested. This letter can include:

- community service,
- correspondence courses,
- employment,
- learning through technology,
- non-credit experience,
- certificates, licenses, awards,
- travel.

Resume (Required): A more in-depth description of the applicant's personal history such as education, employment, experiences, awards, etc.

Job description(s): Detailed descriptions of past employment commensurate with the skill/ability claimed. This includes duties, responsibilities, length of employment, and any other details that would indicate work-related experience.

Documents: Documents indicating proficiency levels in relevant areas of performance. This could include certificates, licenses, awards, supervisory ratings, commendations, and/or any other verification of skills.

Reflections: Written documentation of personal accomplishments and why the applicant feels their experiences merit academic credit.

Artifacts: Samples of work demonstrating applications of the concepts and principles in the skill being considered, such as engineering drawings, technical manuals, publications, video and/or audio tapes, and any other creations deemed appropriate, etc.

Collaboration: At this time, TROY does not have a specific collaboration in place as part of the program proposal or its initial delivery. However, the University will be working with the Alabama Community College System (ACCS) to engage ACCS faculty and staff with the program and encourage ACCS student participation. The University also anticipates engaging various Department of Defense (DoD) agencies located within the state (such as The Community College of the Air Force) to engage qualifying DoD members to the program.

Distance Education: Although the entire program will be offered 100 percent online, based on demand of the proposed program and students wanting face-to-face delivery, the program will be offered at the Dothan, Montgomery, Phenix City and Troy Campuses.

Admissions: Students must possess an Associate's degree from a regionally accredited college to enter the proposed program.

Need: According to the proposal, educating and training Alabama's current workforce requires individuals with specialized backgrounds equipped with the ability to develop curriculum, instruct, evaluate students, and communicate well. Numerous individuals have specialized occupational skills such as welding, cosmetology, and automotive maintenance. Although these individuals are frequently technical experts in their fields, they normally do not possess professional education skills. Additionally, many of these individuals have not earned a bachelor's degree in which would enhance their ability to gain employment in many areas to include Alabama's, as well as the nation's, countless community and technical colleges. The BS in Occupational Education would equip individuals who already possess specialized skills to teach those skills to adults in a formal academic setting.

Student Demand: According to TROY officials, a needs assessment for the proposed program was conducted within the Alabama Community College System (ACCS) between 9/2/16 and 9/16/16. There were 79 participants in the the seven question survey regarding interest in BS in Occupational Education program. Over 88 percent of respondents indicated interest in the program with 54 percent being "very interested." In addition, several personal conversations and one formal meeting with members of the USAF CCAF indicated strong interest, which could result in thousands of interested USAF and DoD personnel.

Faculty:

Current Primary Faculty—

Full-time: 5

Part-time: 4

Support Faculty—

Full-time: 1

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

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

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

Library: The Occupational Education program will draw on literature from many different disciplines. The Troy campus has a collection of approximately 300,000 bound volumes, 40,000 media items, and nearly 1 million items in microform. The physical libraries on the Dothan and Montgomery campuses have collections over more than 100, 000 bound volumes. In addition to physical materials, the library provides access to over 200 databases including those that allow access to books, reference works, journal and newspaper articles, audio-visual sources including streaming video, and numeric data via computers, tablets, and smart phones. The interlibrary loan (ILL) service enables students to obtain materials which are not available locally or through the Library's digital collections.

Program Budget: The proposal projected that \$165,000 in estimated new funds will be required to support the proposed program over the first five years. A total of \$1,701,000 will be available through internal reallocations and tuition.

Attachment 3

Troy University
Bachelor of Science in Occupational Education

BS in Occupational Education The Bachelor of Science Degree in Occupational Education combines theory with experience to prepare students as workforce development professionals in a variety of settings and occupations. Students qualify for the program based upon completion or possession of an Associates' degree from an accredited college or university.	
AREA	Hours
1: Associates Degree (already completed by the BSOE student)	60
2: Credentialed Work Related Experience	30
3: Professional Core	30
ADE 3346: Educational Psychology in Adult Learning	3
ADE 3310: Teaching Adult Learners	3
ADE 3320: Assessing Adult Learners	3
ADE 3305: Teaching Adults With Technology	3
ADE 4400: Classroom Management in Adult Learning	3
ADE 4410: Professional Education Communication (Student Counseling)	3
ADE 4420: History and Development of the Workforce	3
EAL 3301: Education Leadership and Motivation in Adult Learning	3
COM 2231: Interpersonal Communications	3
EAL 4401: Problem Solving and Decision Making	3
Total degree requirements	120

DECISION ITEM UA-1: University of Alabama, Master of Science in Population Health Sciences (CIP 51.2299)

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: In Alabama, and indeed across the United States, health systems are challenged by ever-rising costs, poor outcomes and economic inefficiencies. Population health is a broad-based response to these challenges. It aims to prevent and cure human disease through social interventions that engage the community and the larger society by integrating clinical care and public health practices in a new paradigm of health delivery. This approach differs from conventional healthcare by replacing volume of services rendered with emphasis on value as the goal of healthcare delivery. There is increasing demand for practitioners who can navigate this complex and changing landscape, as well as develop, implement, and evaluate applied research. This program will have an impact on the University of Alabama's Strategic Plan overall but with particular focus on at least three of the goals and objectives.

This program relates directly to: increasing the quality and number of graduate students to develop the next generation of scholars and to support the University's research, scholarship and creative activity; leveraging the University's unique, emerging strengths to create a strong culture and opportunities for cross-disciplinary research, scholarship, innovation, and creative activities that have economic and societal impact, and which contribute to the University's teaching and service mission (in this case, with a focus on healthcare and factors related to health of the population); and cultivating, support, sponsor, and conduct community engaged research that enriches their teaching, research, and service missions and enhances the University's designation by Carnegie as a community-engaged institution all of whom would require data management plans if receiving NIH or NSF funding.

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

Mode of Delivery: The premises of this program necessitate the utilization of distance education modalities, since the majority of the participants will be distance education students.

Similar Programs: There are no programs in the State of Alabama with the 51.2299 CIP Code. Although there are programs with slight similarities, those programs are directed at different target populations. From a keyword (Population Health) search of master's degree programs: 1. Jacksonville State University, M.S. in Nursing, Population Health Nursing (CIP Code 51.3811); 2. University of Alabama at Birmingham, M.S. in Public Health, General (CIP Code 51 .2201); and 3. University of Alabama at Birmingham, M.P.H., General (CIP Code 512201).

UA further states that these programs all bear certain similarities to theirs, such as the provision of training in the "basic sciences" of public health and population health (health policy, epidemiology, biostatistics, etc.); however, those skills are also useful for a variety of fields and are not restricted to a single discipline. Therefore, UA feels that the proposed program is not a duplication of any other program in the state.

Collaboration: UA currently plans to collaborate with the University of Alabama at Birmingham (UAB) and is willing to consider collaborations with other institutions in the future.

Resources: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$284,850 will be available through tuition.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The Population Health Sciences (M.S.) program will offer the state's first graduate program in Population Health designed specifically for experienced health professionals.
2. The program will provide a comprehensive foundation in the essentials of Population Health, i.e. new care-delivery structures, socioeconomic determinants of disease, data analytics, health finance and economics, and basics of healthcare quality and safety.
3. The program will provide additional skills required for leadership positions -- healthcare policy development, epidemiology, outcomes analysis, coalition building and stakeholder management.

DECISION ITEM UA-1: University of Alabama, Master of Science in Population Health Sciences (CIP 51.2299)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Master of Science in Population Health Sciences.

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 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 7, 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 5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of Alabama (UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2023.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama program proposal, submitted June 16, 2017. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama

PROGRAM Master of Science in Population Health Sciences

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
ASSISTANTSHIPS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EXTRAMURAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TUITION	<u>\$27,045</u>	<u>\$39,550</u>	<u>\$60,925</u>	<u>\$66,160</u>	<u>\$91,170</u>	<u>\$284,850</u>
TOTAL	<u>\$27,045</u>	<u>\$39,550</u>	<u>\$60,925</u>	<u>\$66,160</u>	<u>\$91,170</u>	<u>\$284,850</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>7</u>	<u>10</u>	<u>15</u>	<u>16</u>	<u>22</u>	<u>14</u>
NEW ENROLLMENT HEADCOUNT	<u>7</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>10</u>	<u>7</u> 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>8</u>	<u>5</u>

Attachment 2

Summary of Background Information

Master of Science in Population Health Sciences
University of Alabama

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

Objectives: Graduates of the Populations Health Sciences (M.S.) degree program will be able to:

- Articulate new priorities in prevention, evidence-based practice, comparative effectiveness, public health and health policy established by the population health framework.
- Identify key socioeconomic and cultural determinants of population health outcomes.
- Analyze the structure and economics of the US healthcare system and their impact on population health outcomes.
- Articulate how health information systems support and inform data analytics, decision-making and work flow within and across healthcare settings.
- Articulate new approaches to managing costs and to improving access, quality and safety.
- Apply quantitative and qualitative analytic skills to develop, implement and evaluate programs that address population health issues at the institutional, community, regional and national levels.
- Assess and interpret healthcare policies, legal precedents, statutes and regulations.

Assessment: The Department of Community Medicine and Population Health will regularly assess student learning outcomes and the effectiveness of the program through the evaluation of work completed in the corresponding courses, the thesis, and/or capstone projects. More specifically, seven student learning outcomes will be mapped to the core courses, assignments, and culminating experiences. Additionally, UA will annually collect information regarding their graduates' relevant employment, career advancement, and admittance to doctoral programs. This will primarily be accomplished by surveying graduates. This information will be maintained by the departmental office in collaboration with the faculty and the Graduate Program Director.

Administration: The program will be administered by the UA College of Community Health Sciences, Dr. Richard Streiffer, Dean; and by Department of Community Medicine and Population Health, Dr. John C. Higginbotham, Chairperson.

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

Accreditation: Currently, there are no recognized or other specialized accreditation agencies for this program.

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

Credit hours required in major courses	18 semester hours (sh)
Credit hours in required or free electives	6-12 sh
Credit hours for thesis or dissertation	6 sh
Total credit hours required for completion	30 sh

This program will have a thesis and a non-thesis option. Candidates for the master's degree under the thesis option must earn a minimum of 24 semester hours of credit in coursework plus a minimum of 6 additional hours of thesis research hours and/or CHS 622 (Directed Research in Population Health), for a total of 30 hours.

Under the non-thesis option, candidates for the master's degree must earn a minimum of 30 semester hours of coursework credit and complete a culminating, or "capstone experience," as part of the CHS course, Population Health Applications (non-thesis). This course is designed to give candidates an acquaintance with the methods of research and an appreciation of the place and function of original investigation in Population Health.

Both plans require a minimum of 18 semester hours of core course work. With the approval of the department, the remainder of the coursework may be completed in either the elective courses or in a related field.

Collaboration: UA plans to collaborate with the University of Alabama at Birmingham (UAB). UA has experience collaborating with UAB. For example, UA is currently collaborating on several active projects. One predominate collaboration currently in place is with the Center for Clinical and Translational Science (CCTS) at UAB. It is through this collaboration that UA will take advantage of webinars and seminars that are offered to the entirety of the CCTS partnership through their Research Commons and Training Academy. UA will also have collaborative access to data, which will be used for both training purposes and as possible ideas for thesis and non-thesis projects. Furthermore, UA indicates that willingness to consider collaborations with other institutions in the future.

Distance Education: The premises of this program necessitate the utilization of distance education modalities since the majority of the participants will be distance education students. Ninety-five (95) percent of the courses are available via the distance learning option.

Admissions: While UA intends to market this program to experienced health practitioners and associated executives with a strong foundation of at least 3-5 years of experience in one or more key sectors of the healthcare or public health system before applying to this program, the program will have no special admission requirements.

Need: This proposed program seeks to address Alabama's shortage of primary care physicians, its struggling rural hospitals, and poor health outcomes compared to the rest of the country by providing experienced health practitioners and population health scientists the tools necessary for them to become leaders prepared to transform healthcare delivery in the State of Alabama.

Sixty-five of Alabama's 67 counties currently face a shortage of primary care physicians, and approximately 65 percent of the state's rural hospitals are facing serious financial hardship. For example, maps depicting the impact of chronic health problems show that Alabama has outcomes significantly worse than the national average. Alabama's poor health outcomes are especially evident by numbers indicating that the prevalence of diabetes and obesity to be among the worst in the country.

The program will strive to meet this need by training experienced health practitioners and associated executives to be better equipped to handle the ever increasing demands of Alabama's healthcare profession in their current positions.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	3	3	3	4	4	17
State	70	75	80	85	91	401
SREB	1,730	1,843	1,962	2,090	2,226	9,851
Nation	4,647	4,949	5,271	5,614	5,979	26,460

Further, one of the unique aspects of this program is that it aims to train participants who plan to stay in their current positions and locations, especially in rural and underserved portions of Alabama. For example, the primary target applicant will be a primary care physician who has been practicing in a rural or underserved area for approximately 10 years. From research in the College of Community Health Sciences, such a person is sufficiently established in the conduct of their craft and looking for something else to add to his/her experience. They are also concerned about the requirements to maintain their board certification, which for primary care physicians includes Population Health activities.

Additionally, due to the current healthcare crisis in the state and the increasing complexity of the healthcare system, this individual is probably on the edge of having to leave their position. UA hopes to give individuals like this the ability to use what they have learned to stay in place and significantly impact the health of Alabama. As these are not "job openings," they are not included in the table above. However, UA conservatively estimates that, if the job maintenance estimates were included for these physicians, these numbers would more than double.

Student Demand: UA's enrollment projections were established from a survey conducted among physicians and other targeted audiences. To date, UA's numbers indicate that an overwhelming majority of respondents have an interest in participating in the proposed program. Additionally, focus groups conducted for another purpose indicated that, after 10 years of practice, many primary care physicians look for avenues to optimize their career endeavors and ensure they are knowledgeable in patient care and reimbursement. Given the uncertainty in healthcare and the requirements of certification and reimbursement, UA believes this program will meet several of these needs. Additionally, UA's anecdotal evidence indicates a positive view of the proposal and an interest in participating. UA conservatively extrapolated the number of primary care physicians in the state, and a few from other professions, who demonstrated an interest in the program proposal.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 12*

Part-time: 1

Support Faculty

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

* Two of UA's 12 faculty members are currently in the hiring process. However, the hiring process began prior to the development of the Population Health degree proposal and is not dependent on the proposal's success. This degree program will not require hiring additional faculty members.

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

Fellowships and Assistantships: There are no assistantships/ fellowships being offered specifically for this program.

Equipment: No new equipment will be required.

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

Library: The Medical Library is housed in the College of Community Health Sciences. The collection includes bound books and journals as well as electronic resources, such as the digital medical library. The Medical Library currently supports nearly 60 CCHS faculty, more than 70 medical students, and nearly 40 family medicine interns and residents. It also supports other UA students, community physicians, nurses, community nursing students, emergency medical personnel, and concerned citizens. These same resources will be more than sufficient to support this program in Population Health.

Program Budget: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$284,850 will be available through tuition.

**Attachment 3
Curriculum**

University of Alabama
Master of Science in Population Health Sciences

Course Number and Title	Number of Credit Hours	* If New Course
<i>CORE Courses (18 hours)</i>		
CHS ??? Essentials of Population Health	3	*
CHS 525: Biostatistics	3	
CHS 520: Basic Epidemiology	3	
CHS 527 Health Policy and Planning	3	
CHS ??? Health Economics	3	*
CHS ??? Outcomes Research in Population Health	3	*
<i>Elective Courses (12 hours minimum)</i>		
CHS 534 Inter-professional Health Communications	3	
CHS 625 Advanced Epidemiology	3	
CHS 627 Multivariate Methods of Health Statistics.	3	
CHS 637 Advances Multivariate Methods of Health Statistics	3	
CHS ??? Health Disparities	3	*
CHS ??? Population Health Ethics & Community Empowerment	3	*
HCM 570 Introduction to Health Systems	3	
CHS ??? Qualitative Research Methods in Population Health	3	*
CHS ??? Analysis of Linked Health Data	3	*
CHS ??? Introduction to Healthcare Quality	3	*
CHS ??? Health Informatics & Population Health Analytics	3	*
CHS ??? Disease Prevention & Care Management	3	*
<i>Courses for Thesis and Non-Thesis Options</i>		
CHS 622 Directed Research in Population Health. (Thesis)	3	
CHS ??? Population Health Applications (Non-Thesis)	3	*

DECISION ITEM UA-2: University of Alabama, Doctor of Philosophy in Human Nutrition (CIP 19.0504)

EXECUTIVE SUMMARY

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

Program Objective: The purpose of the Human Nutrition (Ph.D.) program at the University of Alabama is to support the training and development of researchers and leaders in the field of nutrition. Graduates of the Ph.D. in Human Nutrition will be experts in nutrition research methodologies and translational nutrition, thereby efficiently advancing the field of nutrition through research to improve human health. Specific strengths of the program will align with the goals of the National Center for Advancing Translational Sciences (NCATS) at the National Institutes of Health. Established in 2011, the NCATS has the goal of carrying science across disciplines (i.e. translational science) to bring innovations to improve human health in a more efficient manner.

Graduates will be experts in integrative nutrition research methods, including cross-training in different methods of implementation, translation, communication, and application of nutrition research to directly improve patient and population health. Additionally, the proposed program will develop doctorally prepared nutrition educators that can then instruct nutrition practitioners (at the Master's level) for advanced-level practice.

Role: The proposed program expands the instructional role recognized for UA. Approval of this program will expand academic subgroupings, "Family and Consumer Sciences (CIP 19)" to the Doctoral level.

Mode of Delivery: While this program is designed to be an on-campus doctoral program, a limited number of classes will be offered in hybrid format, such that didactic learning can be available using online technology. The approximate percent of total programs courses offered that will be provided by distance education is 10 percent.

Similar Programs: The following institutions offer food or nutrition-related programs at this level

1. Alabama A&M University - Food Science (CIP Code 01.1001) — Ph.D. in Food Science.
2. Auburn University — Nutrition (CIP code 30.1901) — Ph.D. in Nutrition, Dietetics and Hospitality Management with an emphasis in Nutrition or Hotel and Restaurant Management.
3. the University of Alabama at Birmingham - Nutrition Sciences (CIP code 30.1901) — Ph.D. in Nutrition Sciences.

While all doctoral-level programs will necessarily contain foundational courses essential for a student's success, such as Nutrition Research Methods, Science and Grant Writing, Doctoral Seminars, and various statistics courses, it is in the other required core coursework that the programs differentiate themselves. For example, the Ph.D. program at Alabama A&M University is in Food Science and includes numerous courses in Food Chemistry, Food Structure, Food Flavoring, and Food Toxicology. Auburn University has required core courses in Vitamins, Minerals, Human Nutrient Metabolism, and Topics in Nutrition, Dietetics, and Hospitality Management. The University of Alabama-Birmingham has required core courses in Applied Research, Nutritional Biochemistry, Molecular Biology and Nutrition Sciences, and Obesity in the 21st Century.

When compared to the proposed core coursework in Translational Nutrition and Nutrigenomics, Methods in Integrative Nutrition Assessment, Integrative Nutrition and Behavioral Interventions, and Nutritional Epidemiology, UAB asserts that it can be seen that the translational nutrition focus of the proposed program is distinctive from those of the existing doctoral programs in the State of Alabama.

Collaboration: At this time, there is not a plan to collaborate with other institutions as all resources and faculty necessary for successful implementation of the proposed program are currently in place. However, a discussion has been initiated with a fellow institution in the UA System regarding the potential for future collaboration on graduate academic programming at such time as may be beneficial to both institutions.

Resources: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$2,362,004 will be available through tuition, internal reallocations, and extramural sources.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The University of Alabama states that it is uniquely poised to administer a program in Human Nutrition that focuses on educating students in translational nutrition. The proposed program relies on a strong core of nutrition faculty with a history of successful collaborative research agendas.
2. Additionally, the diverse research faculty represent nutrition expertise in a balanced manner across multiple, distinctive areas of nutrition research. These include one nutritional epidemiologist, two food scientists, two nutritional biochemists, three clinical nutrition researchers, and three community nutrition researchers. UA asserts that this balance of expertise will strengthen the skills of graduates by providing doctoral students with the opportunity to train in translational research methods across diverse areas of research.
3. In further support of the translational nutrition model, nutrition researchers at the University of Alabama work in a large, versatile, shared research space. This Nutrition and Metabolism Research laboratory space is 2,500 square feet of new, dedicated research space designed to foster integrative nutrition research.

DECISION ITEM UA-2: University of Alabama, Doctor of Philosophy in Human Nutrition (CIP 19.0504)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

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

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 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 5, 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 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 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. Letter from Dr. Mary B. Gregorie, Executive Director, Accreditation Council for Education in Nutrition and Dietetics to University of Alabama PhD Program in Human Nutrition, attached.
 5. University of Alabama program proposal, submitted June 16, 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

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama

PROGRAM Doctor of Philosophy in Human Nutrition

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
ASSISTANTSHIPS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	<u>\$133,832</u>	<u>\$267,664</u>	<u>\$376,278</u>	<u>\$376,278</u>	<u>\$376,278</u>	<u>\$1,530,330</u>
EXTRAMURAL	<u>\$0</u>	<u>\$33,458</u>	<u>\$66,916</u>	<u>\$133,832</u>	<u>\$167,290</u>	<u>\$401,496</u>
TUITION	<u>\$30,727</u>	<u>\$61,454</u>	<u>\$99,863</u>	<u>\$115,226</u>	<u>\$122,908</u>	<u>\$430,178</u>
TOTAL	<u>\$164,559</u>	<u>\$362,576</u>	<u>\$543,057</u>	<u>\$625,336</u>	<u>\$666,476</u>	<u>\$2,362,004</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>4</u>	<u>8</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>11</u>
NEW ENROLLMENT HEADCOUNT	<u>4</u>	<u>4</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>5</u>
						<u>3-YEAR AVERAGE</u>
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>0</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>4</u>

Attachment 2

Summary of Background Information

Doctor of Philosophy in Human Nutrition
University of Alabama

Role: The proposed program expands the instructional role recognized for UA. Approval of this program will expand academic subgroupings, "Family and Consumer Sciences (CIP 19)" to the Doctoral level.

Objectives: In accordance with the goals of the National Institutes of Health NCATS to implement and promote translational science approaches that foster collaborative bench-to-bedside-to-community approaches, a student who has completed this program in Human Nutrition will demonstrate mastery of:

- 1) Translational nutrition - Demonstrate proficiency in nutrition techniques that are integrated across discrete areas of nutrition research methodologies into a cohesive research agenda that moves nutrition research from the laboratory to the patient/community.
- 2) Communication - Effectively communicate nutrition information, evidencing the ability to evaluate and interpret current research for presentation to the academic, scientific, and/or the lay community.
- 3) Nutrition research practice - Demonstrate an understanding of relevant laboratory analyses methodologies, metabolic assessment techniques, and statistical research methodologies appropriate for developing strong, competitive research proposals.
- 4) Independent research - Demonstrate the ability to support an independent career in research by successfully developing and implementing a research protocol, gathering data to effectively test the hypothesis (or hypotheses), and analyzing and interpreting the data.
- 5) Effective educators - Demonstrate skills of effective classroom presentation of nutrition-related information.

Assessment: The assessments are aligned with the goals and outcomes and are detailed as follows:

Goal 1: Translational nutrition - Demonstrate proficiency in nutrition techniques that are integrated across discrete areas of nutrition research methodologies into a cohesive research agenda that moves nutrition research from the laboratory to the patient/community.

Outcome 1: All students will identify their role within a multidisciplinary collaborative nutrition research project. Measure: Students will be able to design a research study, identifying the collaborators and skills needed to complete all aspects of a research project that demonstrates collaborative research techniques. Where measured: Grant writing assignment within NHM 691: Grant Writing for Nutrition Research. Outcome 2: Students will be able to describe community collaborative research practices. Measure: All students will outline a research protocol utilizing community collaborative research practices. Where measured: Comprehensive exams.

Goal 2: Communication - Effectively communicate nutrition information, evidencing the ability to evaluate and interpret current research for presentation to the academic, scientific, and/or the lay community.

Outcome 1: Students will demonstrate the ability to orally present nutrition research to the academic, scientific, and/or lay community. Measure 1: All students will present at least one completed research project at a state, national, or international conference. Where measured: Student CV.

Outcome 2: Students will be able to present nutrition research, in writing, to the academic, scientific, and/or lay community. Measure 1: All students will publish at least one completed research project in a peer-reviewed journal. Where measured: Student CV. Measure 2: All students will convey, in writing, nutrition research into interventions for the lay public. Where measured: Educational materials for a behavioral, nutrition intervention in NHM 603: Nutrition Intervention.

Goal 3: Nutrition research practice - Demonstrate an understanding of relevant laboratory analyses methodologies, metabolic assessment techniques, and statistical research methodologies appropriate for developing strong, competitive research proposals. Outcome 1: Students will assess dietary intake among research participants. Measure: Students will complete dietary intake analyses with using at least two different research methodologies. Where measured: Dietary intake analyses assignment in NHM 602: Nutrition Research Methodologies. Outcome 2: Students will be able to utilize at least two laboratory instruments and obtain accurate data. Measure 1: Students will assess body composition and energy expenditure using a correct protocol. Where measured: Body composition assignment in NHM 602: Nutrition Research Methodologies. Measure 2: Students will accurately assess at least one nutritional biomarker from either blood or urine. Where measured: Biomarker assignment in NHM 602: Nutrition Research Methodologies.

Goal 4: Independent research - Demonstrate the ability to support an independent career in research by successfully developing and implementing a research protocol, gathering data to effectively test the hypothesis (or hypotheses), and analyzing and interpreting the data. Outcome 1: Students will be able to critically evaluate nutrition research and determine the gaps in the current research. Measure: Students will submit for publication two manuscripts prior to graduation. Where measured: Student CV. Outcome 2: Students will be able to propose a research study, gather data to effectively test research questions, analyze and interpret the data, and compare results to the body of research. Measure 1: Students will develop a research protocol that assesses a gap in nutrition research. Where measured: Dissertation proposal defense. Measure 2: Students will gather data to effectively test research questions, analyze and interpret the data, and compare results to the body of research. Where measured: Dissertation defense.

Goal 5: Effective Educators - Demonstrate skills of effective classroom presentation of nutrition related information. Outcome 1: Students will be able to develop five lesson plans that include learning objectives, content, in-class assignments, and objective exam questions. Measure: Students will develop and implement five lesson plans during a mentored teaching experiences. Where measured: Faculty evaluation of mentored teaching experience. Outcome 2: All students will be able to effectively use multiple educational strategies to engage undergraduate nutrition students. Measure 1: Syllabus for course includes a variety of educational strategies. Where measured: Faculty evaluation of mentored teaching experience. Measure 2: Students within the Ph.D, student's course will rate the instructor at or above the campus average on "Student Opinion of Course" and "Student Opinion of Instructor". Where measured: Student Opinion of Instruction survey administered during teaching practicum.

A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a Master's or Doctoral program (graduate or professional). Every 2 years, graduates of the Ph.D. in Human Nutrition program will be surveyed to determine current employment and/or participation in continuing education.

Administration: The program will be administered by the UA College of Human Environmental Sciences, Milla Boschung, Dean; and by Department of Human Nutrition and Hospitality Management, Jeannine Lawrence, Chairperson.

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

Accreditation: The accrediting agency for registered dietitian/nutritionists, the Accreditation Council on Education in Nutrition and Dietetics (ACEND), accredits undergraduate programs at this time, and has put in place a mandate that all registered dietitian/nutritionists must have a graduate degree effective 2024 in order to become registered with the Academy of Nutrition and Dietetics. UA's undergraduate program in Food and Nutrition is accredited with ACEND. However, ACEND does not presently offer accreditation for graduate programs that do not include a supervised practice component. Should ACEND offer such an accreditation opportunity for academic only graduate programs in the future, UA will seek to obtain that accreditation at that time.

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

Credit hours required in major courses	27 semester hours (sh)
Credit hours in required or free electives	21 sh
Credit hours for thesis or dissertation	24 sh
Total credit hours required for completion	72 sh

The Doctoral dissertation requires the completion of 24 hours of dissertation credit.

By the end of the fifth semester in residence (not including summer terms) students must successfully complete a comprehensive candidacy exam. This written comprehensive examination is required of all candidates for the Ph.D.

The program does not include any options/concentrations.

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

Distance Education: While this program is designed to be an on-campus doctoral program, a limited number of classes will be offered in hybrid format, such that didactic learning can be available using online technology. The approximate percent of total programs courses offered that will be provided by distance education is 10 percent. This will strengthen the program by allowing those classes to use class time for more hands-on, interactive learning. However, the intention at this time is to not offer the proposed program in a 100 percent distance education format.

Doctoral-level instruction is typically not well-suited to distance education as it is dependent upon a high level of interaction between both the professors and the students. Effective learning depends upon active and lively discourse, with a rapid response ability not often found in the online format, as well as in-person learning (in the instance of laboratory instruction).

Admissions: Requirements for Admission: Students may enter the program with either a bachelor's or master's degree in nutrition or a master's degree in a closely nutrition-related field. Requirements for admission to the Ph.D. in Human Nutrition will be: a completed application, including a Statement of Purpose; a current resume or curriculum vitae; and three letters of recommendation from faculty or other health professionals capable of judging the applicant's ability to complete graduate work.

Regarding test scores: If a student has previously completed a Master's degree prior to beginning the Doctoral program and maintained a graduate GPA of 3.5 or greater, their application will be considered without the need to submit a GRE score. Students who have previously completed a Master's degree prior to beginning the Doctoral program with a graduate GPA of 3.3-3.49 may be considered for admission providing they also have a GRE score of 2300. Upon admission, these students would need to receive permission to continue after the successful completion of 12 graduate hours. Students with a Bachelor's degree will need to submit GRE scores. Minimum requirement for admission is a 2300 on the GRE. If an applicant does not have a previous degree in nutrition, minimum prerequisite course work would include NHM 558: Nutrition in the Prevention and Treatment of Chronic Disease, NHM 561: Advanced Vitamins and Minerals, and NHM 562: Metabolism of Energy Nutrients. These would need to be completed prior to beginning the Ph.D. Nutrition Core coursework and would be applied towards completion of their nutrition electives. The sequencing of course offerings will be structured such that taking these prerequisites courses will not increase time to graduation nor will they require additional burden or heavier academic loads on the students in order to achieve a timely graduation.

Additionally, if a student is admitted without having previously completed a Master's degree, they will need to complete HES 509 — Research Methods. The sequencing of course offerings will be structured such that taking prerequisites course(s) will not increase time to graduation nor will they require additional burden or heavier academic loads on the students in order to achieve a timely graduation.

Coursework: Students with a Master of Science degree in Human Environmental Sciences (M.S.H.E.S.) with an area of study in Human Nutrition from the University of Alabama may use the courses taken for the M.S.H.E.S. degree towards up to 9 hours of nutrition coursework in the Ph.D. program. Up to 12 hours of equivalent graduate nutrition coursework may be transferred in from a comparable Doctoral program to count towards completion of the Doctoral program requirements, providing those hours were not used towards completion of a degree at that institution.

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

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

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

The increased need for registered dietitians is projected to be compounded by new national mandates governing the accreditation of registered dietitians. The accrediting agency for registered dietitians, the Academy of Nutrition and Dietetics' Accreditation Council on Education in Nutrition and Dietetics (ACEND), will require all registered nutrition practitioners to have a graduate degree at the master's level, effective 2024. Therefore, enrollment in graduate-level nutrition programs will continue to increase over the next decade, leaving a shortage of doctorally-prepared educators to teach those students seeking a graduate education. This "domino effect" will necessitate a drastic increase in graduates of doctoral programs in order to meet the needs for educators at the graduate level.

Additionally, ACEND is requiring that directors of existing nutrition programs must obtain a terminal degree to continue in their current position, also effective 2024. This means that approximately 300 of the 600 nutrition program directors nationally who do not currently have doctoral degrees must obtain terminal degrees in order to continue in their current positions. On a state level, of the six Coordinated Program and Dietetic Internship Directors of accredited programs in Alabama, five do not have doctoral degrees. In and of itself, these two requirements from the national accrediting agency will result in a significant need for increased availability of doctoral programs as enrollment in doctoral programs will continue to increase over the next decade.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	1	1	1	1	1	5
State	11	13	16	20	24	84
SREB	212	259	317	387	473	1,648
Nation	754	907	1,091	1,313	1,579	5,644

Job growth for registered dietitians and nutritionists is estimated nationally to be at 16 percent over the next decade which, according to the U.S. Bureau of Labor Statistics, is much higher than growth in other fields. This growth is projected to be higher in Alabama (17.7 percent) and the SREB states that this will result in an estimated 3,620 estimated new registered dietitians annually needed to meet the national need, and each of these dietitians will need a master's degree effective 2024 to meet national accreditation standards. This need will result in a concomitant drastic growth in the need for terminally-degreed nutrition educators to teach at the graduate level.

While data are not available to identify the number of all persons with terminal degrees in a nutrition-related field, data are available on a more limited group, the number of registered dietitian/nutritionists with a doctoral degree. According to the Academy of Nutrition and Dietetics' Compensation and Benefits Survey 2015, it is estimated that, of the 94,186 registered dietitian/nutritionists in the United States, 4 percent (or 3,767) hold a terminal degree. Using this number as a baseline will result in an underestimation of projection for employment opportunities overall as it only represents those who have both terminal degrees and are registered dietitians, and not all persons with a terminal nutrition degree.

Therefore, it can be considered a conservative estimate of employment growth for persons with a terminal degree in a nutrition-related field, as it would mirror the projected growth of registered dietitian/nutritionists employment opportunities. Data regarding employment by state were obtained from the Committee on Dietetic Registration. These data were then adjusted to accommodate an average annual estimated attrition rate seen in the nutrition and dietetics profession. Based on historical workforce data, an attrition rate of 2-5 percent is seen for who will leave the workforce for reasons of emigration, extended leave, or retirement. Therefore, the mean (3.5 percent) was used to accommodate annual attrition and determine projected job openings.

Student Demand: To determine student demand, a survey was sent to academically-eligible students and alumni from the Master of Science degree program in Human Environmental Sciences (M.S.H.E.S.) enrolled in an area of study in Human Nutrition. Of the 185 students and alumni surveyed, 64 (34.6 percent) responded. Of the responders, 39 (60.9 percent) responded "yes" that they had considered attending a Ph.D. program as the next step in their future academic career and, of those, 26 (66.7 percent) responded that they would be interested in applying to a Ph.D. program in Human Nutrition at the University of Alabama. Based on this survey, and the identified need for an increase in nutrition educators/researchers with a terminal degree to address both state and national needs, it is anticipated that this program would attract appropriate qualified applicants to maintain viability and would be of value to the Alabama Higher Education System.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 11

Part-time: 0

Support Faculty

Full-time: 2

Part-time: 0

Additional Faculty employed to teach in the first five years

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

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

Fellowships and Assistantships: The Department of Human Nutrition and Hospitality Management is currently funded for 11 graduate assistant (GA) lines per year which are presently used to support Master's students. As Ph.D. students are admitted, these GA lines will be converted to Ph.D. students. While this conversion will, over time, decrease the number available to Master's students, this is not anticipated to be an issue. The Department of Human Nutrition and Hospitality Management is seeing a gradual decline in Master's students interested in traineeships on campus, such that, for the first time in recent years, there are currently only 6 applicants for the 11 traineeship spots. Conversion of these assistantships to support doctoral students will therefore best support students who wish to train and need financial assistance, without an anticipated hardship to Master's students.

Therefore, additional funding will not be needed to support these GA lines. Additionally, the department has been successful in the past in obtaining Graduate Council Fellowships as well as external funding for student support through extramural grants. By the fifth year of the proposed program, UA anticipates being able to support an additional 6 doctoral students using extramural funding sources.

Equipment: No new equipment will be required.

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

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

Program Budget: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$2,362,004 will be available through tuition, internal reallocations, and extramural sources.

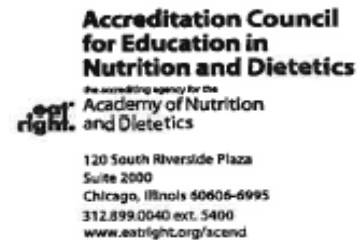
ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 8, 2017

Attachment 3
Curriculum

University of Alabama
Doctor of Philosophy in Human Nutrition

Attachment 4

Letter from Dr. Mary B. Gregorie, Executive Director, Accreditation Council for Education in Nutrition and Dietetics to University of Alabama PhD Program in Human Nutrition



December 19, 2016

To: Whom It May Concern

Fr: Mary B. Gregoire, PhD, RD; Executive Director

I am writing in strong support of the proposed Doctor of Philosophy (PhD) program in Human Nutrition at the University of Alabama. This program will help provide the doctoral prepared educators needed to teach in and direct future master degree programs in nutrition and dietetics.

Offering this doctoral degree program shows particular foresight by the University of Alabama faculty as the Commission on Dietetic Registration recently elevated the level of educational preparation for future entry-level Registered Dietitian Nutritionists (RDN) to a minimum of a graduate degree effective in 2024. The Accreditation Council for Education in Nutrition and Dietetics (ACEND) also believes that preparation of entry-level RDNs should be at the master degree level and has released proposed accreditation standards for future master degree programs. These standards include the expectation that program directors and faculty in these master degree programs hold doctoral degrees.

Presently, less than half of the directors of the nearly 600 ACEND-accredited programs hold a doctoral degree. Thus, the demand for doctoral prepared RDNs exists currently and will continue to grow as programs become accredited under the future education model master degree standards.

ACEND focuses on assuring the quality and continued improvement of nutrition and dietetics education programs and accredits nutrition and dietetics programs that meet its standards. Please feel free to contact me, if you have any questions or if we can provide any additional information for the proposed University of Alabama doctoral degree program: (312) 899-4872 or mgregoire@eatright.org.

DECISION ITEM UAB-1: University of Alabama at Birmingham, Master of Science in Healthcare Simulation (CIP 30.0601)

EXECUTIVE SUMMARY

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

Program Objective: The Master of Science with a major in Healthcare Simulation (MSHS) is a graduate degree offering advanced training in simulation-based teaching, program development and administration, and research. This program will prepare individuals for a career in Healthcare Simulation and equip them with the tools to deploy Healthcare Simulation to meet patient safety and quality goals. The MSHS program supports UAB's mission to be a research university and academic medical center that discovers, teaches, and applies knowledge for the intellectual, cultural, social, and economic benefit of Birmingham, the state, and beyond.

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 majority of this professional master's program will be delivered via distance education accessibility (approximately 70 percent).

Similar Programs: There are no Healthcare Simulation graduate degrees in the State of Alabama or the Deep South. The closest university offering some form of simulation education is the University of Central Florida (UCF). The Modeling and Simulation programs at UCF include PhD and master's degrees and two graduate certificates focused on technical systems and cybersecurity. The degree and certificate offerings are science and technology focused, not healthcare related. Eastern Virginia Medical School has a Master's in Medical and Health Professions Education, but it does not have a Healthcare Simulation focus.

Collaboration: UAB has not yet explored collaboration with other institutions due to the fact that they have existing relevant academic partnerships across the UAB campus in the health professional schools such as Public Health, Nursing, Dentistry, Optometry and Medicine and the health system itself. UAB is also pursuing partnerships with the Colleges of Business, Engineering, and Arts and Sciences, including Computer Science, Education and Social Work. UAB believes that effective collaborations can be established within its institution.

Resources: The proposal projected that a total of \$643,726 in estimated new funds will be required to support the proposed program. A projected total of \$959,980 in new funds will be available from tuition and internal reallocations.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Simulation programs are integral for the success of healthcare delivery. Both direct and indirect providers of health care can be trained in this manner and studies show that those with simulation training in a high fidelity and realistic environment emerge as more confident and able to react appropriately in emergent situations. Educational programs that are currently training healthcare students and institutions that deliver healthcare will need to have trained professionals who can develop, manage and integrate simulation techniques into their healthcare organizations to improve the quality of care delivered and meet patient safety benchmarks.

2. The UAB School of Health Professions (SHP) has an outstanding reputation and currently offers programs that would be complementary to the MSHS such as the Master of Science in Health Administration, Master of Science in Healthcare Quality & Safety, and Master of Science in Health Informatics. SHP has a strong history of inter-professional collaboration across the university and the health system, which is an essential component for the success of those who will lead simulation programs in the future.
3. No other simulation programs exist in this region. In addition, by targeting recruitment of direct and indirect health professionals, UAB is in an advantageous position to offer a unique professional graduate program that no other institution in the country offers and to become a leader in the field of Healthcare Simulation.

DECISION ITEM UAB-1: University of Alabama at Birmingham, Master of Science in Healthcare Simulation (CIP 30.0601)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Master of Science in Healthcare Simulation.

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

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 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 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 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in 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. Letter from Dr. William Ferniany, Chief Executive Office, UAB Health System Office to Dr. Harold P. Jones, Dean, UAB School of Health Professions, attached.

5. University of Alabama at Birmingham program proposal, received June 16, 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

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of Alabama at Birmingham (School of Health Professions)

PROGRAM Master of Science in Healthcare Simulation (CIP 30.0601)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2010-21	2021-22	2022-23	TOTAL
FACULTY	\$78,000	\$80,340	\$82,750	\$85,233	\$87,790	\$414,113
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$3,500	\$0	\$0	\$0	\$0	\$3,500
STAFF	\$0	\$48,071	\$49,514	\$50,999	\$52,529	\$201,113
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0
OTHER*	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
TOTAL	\$86,500	\$133,411	\$137,264	\$141,232	\$145,319	\$643,726

*Travel

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	\$20,000	\$0	\$0	\$0	\$0	\$20,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$77,480	\$153,780	\$203,380	\$243,290	\$262,050	\$939,980
TOTAL	\$97,480	\$153,780	\$203,380	\$243,290	\$262,050	\$959,980

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	7	16	20	24	28	19
NEW ENROLLMENT HEADCOUNT	7	9	11	13	15	11
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	7	9	11	13	10

Attachment 2

Summary of Background Information

Master of Science in Healthcare Simulation
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: Upon completion of this program, the graduate will be able to:

- Select and implement appropriate emerging technologies in simulation, best practices in the field, and new applications of simulation that are consistent with organization goals and accreditation requirements.
- Develop a business model to fund, maintain, and operate a simulation program appropriate to the context of the sponsoring organization (i.e., academic healthcare centers, universities, community hospitals, junior colleges, and government agencies).
- Integrate instructional design principles into the development of simulation curricula to include principles of interprofessional education and practice, and incorporate other appropriate professional guidelines into a simulation program.
- Apply program evaluation principles to a simulation program to include evaluation and assessment of both formative and summative simulation programs.
- Demonstrate application of qualitative, quantitative, and mixed methods research in the context of simulation.
- Integrate simulation into an organization or health system to improve patient safety and quality.

Assessment: The MSHS program will be evaluated annually and this evaluation will be informed by the following: number/quality of program applicants and admissions, student program surveys, faculty surveys, course evaluations, student exit interviews, and post-graduate surveys. Additionally, graduates from the proposed program will be surveyed at one-year post-graduation, and each five years thereafter to obtain employment and career progression data. Surveys will be disseminated electronically through the Survey Monkey platform or a similar application.

Administration: The program will be administered by the School of Health Professions, Dean, Dr. Harold Jones; Department of Health Services Administration, Chairperson; Dr. Christy Harris Lemark.

Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). A total of three votes were received; all recommended program approval.

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

Curriculum: The master's degree curriculum is being proposed as a 33-credit-hour degree.

Program Completion Requirements:

Credit hours required in major courses:	27
Credit hours required in support courses:	---
Credit hours in required or free electives:	6
Credit hours for thesis	---
Total Credit hours:	33

There are no specific options or concentrations in this program. There are only electives.

Collaboration: Even though collaborative efforts have not been utilized yet, one area of possible collaboration with the University of South Alabama, as well as local and national providers/entities, would be exploring the need for a standardized method of ensuring that instructional designers are properly trained and educated prior to entering their respective fields based on the International Board of Standards for Training, Performance and Instruction (IBSTPI) standards. Digital collaboration could be utilized between the entities to keep costs at a minimum and access at a maximum.

Distance Education: The majority of this professional master's program will be delivered via distance education (approximately 70 percent). Instructors will utilize the Canvas Learning Management System and related multimedia technologies to deliver the program content and engage with students. Thirty percent of the content will be delivered on campus face-to-face. Students will be required to come to campus at least three times during the program for intensive interactive experiences — once at the beginning of the first semester, once at the beginning of the second semester, and then again in the fourth semester.

Students will be offered additional on campus experiences that will be optional, and may be related to completion of projects or experiences specific to student interest. These visits can be arranged to coincide with student presentations or other enrichment experiences available on campus. Student advising and professional development activities can be conducted through virtual meeting applications, such as GoToMeeting, or students may request face-to-face advising or career discussions by appointment.

Admissions: Students who apply for this program must hold a baccalaureate degree, meet the UAB Graduate School criteria for admissions, and have work experience in the healthcare industry, or relevant experience in a related field. Due to the strong contextual factors in healthcare, prior basic industry knowledge will enable students to be successful in these special focus courses. In addition to UAB Graduate School requirements, incoming students must have a minimum overall GPA of 3.0. Applicants must submit a statement of interest to the program and three letters of recommendation. Prerequisite coursework will include the following: 3 hours of basic statistics, and 3 hours of healthcare terminology (if undergraduate degree was not in a health related field).

Need: According to the Society for Simulation in Healthcare, simulation provides an unparalleled learning experience that provides hands-on, thinking, procedural, decision-making, and communication skills. Within the simulation environment high risk activities can be practiced and mastered in contexts that are as similar as possible to a real-world healthcare environment. Due to current high rates of medical error that are continually rising, simulation education is becoming increasingly important to the future of successful healthcare. The State of Alabama currently ranks as 46/50 for overall health in the United States. This poor ranking demonstrates that more health care quality improvement initiatives, such as simulation, need to be undertaken to ensure the well-being of Alabama's residents.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	39	40	41	42	43	205
State	50	51	52	53	54	260
SREB	87	89	91	93	95	455
Nation	1,523	1,554	1,585	1,617	1,649	7,928

The Bureau of Labor Statistics (www.bls.gov) Standard Occupational Classification list does not include a job category specific to Healthcare Simulation, and thus offers no employment projections relevant to this degree. However, the healthcare industry is projected to have a growth of over 4 million jobs from 2012-2022 (bts.gov, 2014). Simulation is being applied to all areas of healthcare because all areas have room for increased performance and a need for decrease in errors. Simulation is proving itself to be an ideal learning platform in the healthcare industry to teach techniques, strategies and methods for practical scenarios (Lateef, 2010; Cook et al., 2011).

Student Demand: A student survey was conducted to help determine enrollment projections. The survey was sent to current undergraduate and graduate student populations at UAB. Students were polled using an anonymous electronic process. This survey was sent to 2,717 students. A total of 815 students responded to the survey, yielding a 30 percent response rate. Fifty-eight percent of respondents were between 18-24 years of age, and 32 percent were between 25-31 years of age. Sixty percent of respondents were female, 38 percent male; 66.1 percent White/Caucasian; 13.9 percent African American/Black; 11.8 percent, Asian; 6.7 percent prefer not to say; and <2 percent were American Indian/Alaska Native or Pacific Islander/Native Hawaiian.

Additionally, 37 percent of respondents were currently enrolled in an undergraduate program at UAB, while 61 percent were currently enrolled in a graduate program at UAB. The majority of respondents listed involvement in healthcare as a future career goal. When asked if interested in pursuing a graduate degree focused in Healthcare Simulation, 54 percent of respondents answered "yes" or "maybe". Respondents were asked to rank their interest with respect to specific means of using simulation. Eighty percent of respondents expressed specific interest in integrating simulation into a healthcare system. Seventy-two percent of respondents expressed an interest in learning more about using simulation as a teaching methodology and the fundamentals of simulation in an inter-professional clinical setting. Sixty-two percent of respondents expressed an interest in learning more about simulation center and program administration.

Respondents were asked to indicate their agreement or disagreement with the importance of furthering their career in healthcare or healthcare simulation within three separate domains: (1) Simulation Based Education (86 percent of respondents agree this is important); (2) Management (74 percent of respondents agree this is important); (3) Leadership (86 percent of respondents agree this is important). Respondents were asked whether or not they were interested in incorporating or operating simulation programs within multiple areas, such as academic medical centers, graduate and undergraduate programs, community centers, VA hospitals, community colleges, nursing homes, etc. The top three areas of interest were: (1) Academic Medical Centers (78 percent of respondents were interested in incorporating or operating simulation programs in this area); (2) Graduate Programs (72 percent of respondents were interested in incorporating or operating simulation programs in this area); (3) Community Hospitals (69 percent of respondents were interested in incorporating or operating simulation programs in this area). The results of the survey support our ability to meet our projected enrollment for years 1-5.

UAB also conducted an informal focus group at the International Meeting for Simulation in Healthcare in 2016. This group included faculty and staff from multiple institutions across the United States and around the world. It was noted that few formal degrees in simulation exist, and there is a need for more programs to be developed as simulation continues to expand as an accepted method for teaching in healthcare.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 3

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

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

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

Equipment: No new special equipment will be needed.

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

Library: The library has sufficient resources to support the program. 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 collection spans over seven centuries beginning with 13,475 old and rare books, and provides faculty and student access to 102,507 circulating monograph titles, 107,182 electronic monographs, and 39,499 electronic full text journals. Access to electronic resources is available across the campus and remotely to authorized users. The library provides a dynamic electronic collection of heavily used and just-in-time resources that meet the teaching, learning, and research needs of the faculty, staff, and students at the University. Materials acquired for the library's collection are generally purchased in electronic format, except in cases where the only format available for sale is print. Content added to the library's collection is selected by user input, and there are demand-driven systems in place to purchase book and journal content at the point of need. Seventeen occupational therapy journals are available through electronic format, as well as 40 rehabilitation journals. All of the library's electronic resources are available via the campus electronic network. The library utilizes EZProxy software to verify university affiliation to provide off-campus access to licensed content.

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. Resources also include microforms and sound and video recordings. The facility has seating for over 1,100 users. The library offers special services for distance education students, such as document delivery and online research consultations.

The two libraries complement each other, and there is very little duplication of collections. The missions of both the Lister Hill Library and the Sterne Library support and advance the UAB mission as a research university and academic health center by providing organized access to quality information in all formats, providing instruction in the nature and use of information resources, preserving information, and engaging in collaborative partnerships to meet the information needs of the university community.

Program Budget: The proposal projected that a total of \$643,726 in estimated new funds will be required to support the proposed program. A projected total of \$959,980 will be available from tuition and internal reallocations.

Attachment 3

Curriculum

Master of Science in Healthcare Simulation
University of Alabama at Birmingham

Course Number and Title	Number of Credit Hours	* If New Course
HCS Core Courses		
HCS 575 Introduction to Healthcare Simulation for Quality & Safety	2	
HCS 620 Current Trends in Simulation	3	*
HCS 625 Interprofessional Education, Debriefing, & the Adult Learner	3	*
HCS 630 Research in Simulation	1	*
HCS 640 Project Management	2	*
HCS 695 Simulation Capstone *Prereqs: Permission of instructor; all core courses completed	4	*
Total Core Hours	15	
Additional Required Courses		
HQS 600 Introduction to Clinical Quality Improvement	4	
HA 620 Healthcare Financial Management	3	
ISD 610 Instructional Design	3	
HA 650 Management and Leadership	2	
Total Additional Required Hours	12	
Elective Options (Prior approval required)		
Total Elective Hours	6	
EPR 594 Introduction to Educational Research Design *Prereqs: EPR 607 Micro App to Stats and EPR 608 Stat Methods	3	
HA 631 Organization Theory & Behavior	3	
HCS 635 Advanced Debriefing *PreReq: HCS 625 IPE & Debriefing	3	*
HCS 680 Independent Study *Prereq: Permission of instructor	1 - 3	*
HI 602 Clinical and Administrative Systems	4	
HI 651 Foundations of Healthcare User Design	3	
HQS 625 Fundamentals of Patient Safety	4	
CS 510 Database Management Systems	3	
Total Hours for Degree	33	

Proposed Curriculum Sequence – Full time or Part Time Options

<u>Year 1</u>	<u>Hours</u>	<u>Year 2</u>	<u>Hours</u>
Fall 1		Fall 2	
HCS 575 Introduction to Healthcare Simulation for Quality & Safety (Intensive)	2	HCS 640 Project Management (Intensive)	2
HQS 600 Introduction to Clinical Quality Improvement	4	HCS 630 Research in Simulation (Intensive)	1
Elective (if full time)	3 - 4	HA 650 Management and Leadership	2
		HCS 695 Simulation Capstone Course (if full time)	4
Spring 1		Spring 2	
HCS 620 Current Trends in Simulation (Intensive) Prerequisite HCS 575	3	Elective (If part time)	3
HCS 625 Interprofessional Education, Debriefing, & the Adult Learner (Intensive)	3	Elective (If part time)	3
Elective (if full time)	3- 4		
Summer 1		Summer 2	
HA 620 Healthcare Financial Management	3	HCS 695 Simulation Capstone Course (If part time)	4
ISD 610 Instructional Design	3		

HCS Core Courses
Intensive = Time on campus required

<u>Curriculum Summary</u>	
HCS core credits	15
HQS credits	4
HA credits	5
Non-SHP credits	3
Elective credits (6 - 8 based on choices; minimum of 6)	6
Total credits for degree	33

Attachment 4

Letter from Dr. William Ferniany, Chief Executive Office, UAB Health System Office to
Dr. Harold P. Jones, Dean, UAB School of Health Professions

UAB HEALTH SYSTEM
EXECUTIVE OFFICES

January 6, 2017

Harold P. Jones, PhD
Dean and Professor
School of Health Professions
SHPB 630
1720 2ND AVE S
Birmingham, AL 35294

Dear Dean Jones:

I am writing to support your school's development of a Master's of Science with a major in Healthcare Simulation in the Department of Health Administration. Simulation is a crucial for improving healthcare quality at UAB. Preparing clinicians and others to effectively and efficiently deploy it throughout our institution, the state and the region is an important effort. Documenting the return on investment for institutions will be important if simulation is to grow and compete with other high priority healthcare challenges. Graduates of this masters will have the opportunity to contribute substantially to the development of this innovative field. This Masters will continue to demonstrate another way UAB can lead.

You are approaching the development of this program in a collaborative and innovative manner that has built on the lessons learned in the development of the Quality Academy and the Masters in Healthcare Quality and Safety. I expect that many of our Health System employees and other interested parties around the state will directly benefit from this opportunity. UAB Health System looks forward to continuing to partner with you as we seek to improve quality, patient care and population health.

I am fully support to this effort and look forward to its continued success.

Sincerely,



Will Ferniany, PhD
Chief Executive Office

DECISION ITEM UAB-2: University of Alabama at Birmingham, Establishment of the Department of Orthopaedic Surgery in the School of Medicine

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the establishment of the Department of Orthopaedic Surgery.

Background: The University of Alabama at Birmingham (UAB) plans to establish the Department of Orthopaedic Surgery in the School of Medicine. This department will provide greater opportunity for improved patient care, expansion of research efforts and increased educational opportunities. Elevating the Orthopaedic Division to departmental status will benefit the university by providing clinical, teaching, and research opportunities, as well as create boundless opportunities administratively and within the broader scientific community.

According to the Commission's operational definitions, administrative changes at the department level generally are submitted as information items. At UAB, however, departments in the School of Medicine are more prominent units than academic divisions. Consequently, this item is submitted for Commission approval.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

DECISION ITEM UAH-1: University of Alabama in Huntsville, Bachelor of Science in Cybersecurity (CIP 11.1003)

EXECUTIVE SUMMARY

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

Program Description/Objectives: The Bachelor of Science in Cybersecurity will be a highly technical degree with a strong foundation in mathematics, science, and computing fundamentals drawn from existing classes available for the Computer Engineering and Computer Science degree programs. Cybersecurity is a national, state, and local priority for both industry and government. The 2015 Global Information Security Workforce Study by the Information Security Council states that 1.5 million more cybersecurity professionals will be needed to accommodate the predicted global shortfall by the year 2020. This need has led the United States government to create many programs to encourage education in the cyber-security discipline. UAH is a National Security Agency (NSA) and Department of Homeland Security (DHS) Center of Academic Excellence (CAE) in Cyber Defense Education and NSA/DHS CAE in cyber Defense Research.

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

Mode of Delivery: The proposed program will not be offered online or by distance learning.

Similar Programs: There are no other baccalaureate programs in Cybersecurity located at CIP 11.1003.

Collaboration: UAH will be open to collaborating with other institutions regarding the proposed Cybersecurity program, if contacted.

Resources: The proposal projected that a total of \$632,552 in estimated new funds will be required to support the proposed program. A total of \$899,600 will be available through extramural funds and tuition.

Public Review: The program was posted on the Commission website from October 19 through November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to UAH officials, Cybersecurity is a national, state, and local priority for both industry and government.
2. The 2015 Global Information Security Workforce Study by the Information Security Council states that 1.5 million more cybersecurity professionals will be needed to accommodate the predicted global shortfall by the year 2020.
3. The proposed BS in Cybersecurity will meet the local, state, and national need for Cybersecurity professionals.

DECISION ITEM UAH-1: University of Alabama in Huntsville, Bachelor of Science in Cybersecurity (CIP 11.1003)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

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

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

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 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 25, 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 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 Alabama in Huntsville (UAH) 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. The University of Alabama in Huntsville (UAH) program proposal, dated June 16, 2017. Available upon request.

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

Attachment 1

INSTITUTION University of Alabama in Huntsville (UAH)

PROGRAM Bachelor of Science in Cybersecurity (CIP 11.1003)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	<u>\$121,550</u>	<u>\$123,981</u>	<u>\$126,461</u>	<u>\$128,990</u>	<u>\$131,570</u>	<u>\$632,552</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$121,550</u>	<u>\$123,981</u>	<u>\$126,461</u>	<u>\$128,990</u>	<u>\$131,570</u>	<u>\$632,552</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EXTRAMURAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TUITION	<u>\$35,984</u>	<u>\$107,952</u>	<u>\$179,920</u>	<u>\$251,888</u>	<u>\$323,856</u>	<u>\$899,600</u>
TOTAL	<u>\$35,984</u>	<u>\$107,952</u>	<u>\$179,920</u>	<u>\$251,888</u>	<u>\$323,856</u>	<u>\$899,600</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>12</u>	<u>34</u>	<u>58</u>	<u>78</u>	<u>92</u>	<u>55</u>
NEW ENROLLMENT HEADCOUNT	<u>12</u>	<u>22</u>	<u>28</u>	<u>30</u>	<u>32</u>	<u>25</u> 3 -YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>0</u>	<u>7</u>	<u>8</u>	<u>10</u>	<u>8</u>

Attachment 2

Summary of Background Information

Bachelor of Science in Cybersecurity
University of Alabama in Huntsville (UAH)

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

Description/Objectives: The Bachelor of Science in Cybersecurity will be a highly technical degree with a strong foundation in mathematics, science, and computing fundamentals drawn from existing classes available for the Computer Engineering and Computer Science degree programs. Student learning outcomes of the Cybersecurity program reveal students will:

- Have a thorough understanding of modern computing systems, including both from a hardware and software perspective;
- Be able to identify, investigate, and mitigate computing system vulnerabilities of various types;
- Be able to design, deploy, and configure secure computing systems and software;
- Understand cyber ethics, cyber policy and law, cyber risk management, and human behavior relating to computing systems and operations;
- Be able to apply security principles and practices to the design and implementation of the physical, software, and human component of the system; and
- Be able to analyze and evaluate cyber systems with respect to security and maintaining operations in the presence of risks and threats.

Administration: The program will be administered by the College of Engineering Shankar Mahlingam, Dean; and the Department of Electrical and Computer Engineering, Ravi Gorur, Chair.

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

Accreditation: There is currently no formal accreditation agency for cybersecurity programs; however, there is currently a Joint Task Force (JTF) on Cyber Security Education. The JTF was launched in September 2015 as a collaboration between major international computing societies: Association for Computing Machinery (ACM), IEEE Computer Society (IEEE CS), Association for Information Systems Special Interest Group on Security (AIS SIGSEC), and the International Federation for Information Processing Technical Committee on Information Security Education (IFIP WG 11.8). The purpose of the JTF on Cybersecurity Education is to develop comprehensive curricular guidance in cybersecurity education that will support future program development and associated educational efforts

Curriculum: The following new courses will be added to the program: IS 462 Cybersecurity Management; CPE 457 Software Reverse Engineering; CPE 455 Secure Software Development; CPE 459 System Security; and CPE 498 Cybersecurity Capstone.

Program Completion Requirements:

Credit hours required in major: 24 semester hours (sh)
Credit hours in general education or core curriculum: 61 (sh)
Credit hours required in minor: 0 (sh)
Credit hours required in free electives: 3
Credit hours required in support courses: 36
Credit hours required for completion: 124 (sh)

Collaboration: UAH will be open to collaborating with other institutions regarding the proposed Cybersecurity program. if contacted.

Distance Education: The proposed program will not be offered online or by distance learning.

Admissions: Any student in good academic standing with UAH and eligible for admission to the College of Engineering is eligible for admission to the Bachelor of Science in Cybersecurity program.

Need: According to UAH, Cybersecurity is a national, state, and local priority for both industry and government. Cybersecurity workforce demand is very large. The 2015 Global Information Security Workforce Study by the Information Security Council states that 1.5 million more cybersecurity professionals will be needed to accommodate the predicted global shortfall by 2020. This need has led the United States government to create many programs to encourage education in the cybersecurity discipline. UAH is a National Security Agency (NSA) and Department of Homeland Security (DHS) Center of Academic Excellence (CAE) in Cyber Defense Education and NSA/DHS CAE in Cyber Defense Research.

The workforce need and the recognition of future job growth in this area drove local industry, government, and academic institutions at the encouragement of Mayor Tommy Battle to form Cyber Huntsville. Cyber Huntsville is dedicated to making Huntsville and the Tennessee Valley region a nationally and internationally recognized Cyber leader. The UAH Strategic Plan released in 2013 makes Cybersecurity and Big Data one of five priority areas where UAH should be a recognized leader

Student Demand: UAH provided information on a survey sent via email to the 261 Computer Engineering students enrolled at UAH in the spring of 2017. Of the ninety-nine students who responded to the survey, when asked if they were interested in a Cybersecurity career, a total of 30 percent said "yes," 30 percent said "probably yes," and 30 percent said, might or might not.

Faculty:

Current Primary Faculty—

Full-time: 7

Part-time: 3

Support Faculty—

Full-time: 5

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: No new equipment will be needed for the program.

Facilities: The Bachelor of Science in Cybersecurity will use existing classrooms and computer laboratories on the UAH campus in the Engineering Building, Business Administration Building, and Olin B. King Technology Hall. The major should not require any renovations or additional facilities.

Library: The M. Louis Salmon Library at UAH has sufficient library resources to support the proposed program in Cybersecurity.

Program Budget: The proposal projected that a total of \$632,552 in estimated new funds will be required to support the proposed program. A total of \$899,600 will be available through extramural funds and tuition.

Attachment 3

**The University of Alabama in Huntsville
Bachelor of Science in Cybersecurity**

FYE (First Year Experience)	1
Charger Foundations	
EH 101 Freshman Composition	3
EH 102 Freshman Composition II	3
Fine Arts elective	3
Humanities (Literature) elective	3
Humanities/Fine Arts elective	3
MA 171 Calculus A	4
PH 111/114 General Physics w/Calculus I + Lab	3+1
PH 112/115 General Physics w/Calculus II + Lab	3+1
History	3
Social and Behavioral Science (non-history) elective	3
History/Social Behavioral Science elective	3
Additional Laboratory Science	
BYS 119 Principles of Biology or	4
CH 121/125 General Chemistry I + Lab	3+1
Additional Mathematics	
MA 172 Calculus B	4
MA 201 Calculus C	4
MA 244 Introduction to Linear Algebra	3
ISE 390 Probability Engineering Statistics	3
Computing Fundamentals	
ENG 101 Computing for Engineers	3
EE 202/203 Introduction to Digital Logic Design	3
CPE 211 Introduction to Computer Programming in Engineering	3
CPE 212 Fundamentals of Software Engineering	3
CS 214 Introduction to Discrete Structures	3
CPE 221 Computer Organization	3
CS 317 Design and Analysis of Algorithms	3

CPE 323/325 Introduction to Embedded Computing Systems + Laboratory	3+1
Additional advanced programming course	
CPE 353 Software Design and Engineering or	3
CS 307 Object Oriented Programming C++ or	3
CS 321 Object Oriented Programming Java	3
CPE 434/435 Operating Systems + Laboratory	3+1
CPE 448 Introduction to Computer Networks	3
Cybersecurity	
CPE 449 Introduction to Cybersecurity Engineering	3
CS 465 Network Security	3
CS 480 Digital Forensics for Mobile Devices	3
IS 462 Cybersecurity Management	3
CPE 457 Software Reverse Engineering	3
CPE 455 Secure Software Development	3
CPE 459 System Security	3
CPE 498 Cybersecurity Capstone	3
Elective (Choose one course) (3-4 hours)	
CPE 431 Introduction to Computer Architecture	3
CPE 412 Introduction to Parallel Programming	3
CPE 322/324 Digital Hardware Fundamentals + Laboratory	3+1
CPE 353 Software Design Engineering	3
CPE 426 VLSI Hardware Description Languages	3
CPE 427/427L VLSI Design + Laboratory	3
CPE 436 Internals of Modern Operating Systems	3
CPE 453 Software Design Studio	3
CPE 490 Special Topics in Computer Engineering	3
CPE 499 Project in Computer Engineering	3
CS 424 Programming Languages	3
CS 453 Client Server Architectures	3
CS 454 Introduction to Cloud Computing	3
CS 487 Database Systems	3
CS 495/6/7/8 Special Topics in Computer Science	3

Total 124 hours

DECISION ITEM UNA-1: University of North Alabama, Bachelor of Science in Information Technology (CIP 11.0103)

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 Information Technology (IT) program, in its broadest sense encompasses all aspects of computing technology. Information Technology, as an academic discipline, is concerned with issues related to advocating for users and meeting their needs within an organizational and societal context through the selection, creation, application, integration and administration of computing technologies. IT programs aim to provide IT graduates with the skills and knowledge to take on appropriate professional positions in Information Technology upon graduation and grow into leadership positions or pursue research or graduate studies in the field.

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

Mode of Delivery: Both traditional and non-traditional instructional methods will be utilized for the proposed program.

Similar Programs: The following institutions have similar programs located at CIP 11.0103: Athens State University, Auburn University at Montgomery, and the University of South Alabama

Collaboration: According to the proposal, UNA plans to continue its relationship with Northwest-Shoals Community College in providing opportunities for students who wish to continue their education by pursuing a bachelor's degree in a computing field.

Resources: The proposal projected that \$300,000 estimated new funds will be required to support the proposed program over the first five years. A total of \$997,200 will be available through tuition.

Public Review: The program was posted on the Commission website from October 19 through November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Career and College Readiness/Preparation Projected Job Openings indicate over 2,900 occupation related to Information Technology in UNA's service area, with over 5,600 in the state within the next 5 years.
2. The program will have concentrations in Human-Computer Interaction/User Experience (HCI/UX) and Software Development.
3. The proposed program will utilize existing facilities and faculty resources from the Department of Computer Science and Information Systems at UNA.

DECISION ITEM UNA-1:	<u>University of North Alabama, Bachelor of Science in Information Technology (CIP 11.0103)</u>
<u>Staff Presenter:</u>	Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation:</u>	<p>That the Commission approve the proposed Bachelor of Science in Information Technology.</p> <p>The program will have the implementation date and post-implementation conditions listed below:</p> <p><u>Implementation Date:</u> The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 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.</p> <p>The program will have the implementation date and post-implementation conditions listed below:</p> <p><u>Post-Implementation Conditions:</u></p> <ol style="list-style-type: none">1. That the annual average new enrollment headcount for the first five years will be at least 10, based on the proposal.2. That the annual average number of graduates for the period 2018-19 through 2022-23 (five-year average) will be at least 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. <p>The University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2023.</p>
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. New Academic Degree Program Proposal Summary, attached.2. Summary of Background Information, attached.3. Curriculum for Proposed Program, attached.

4. University of North Alabama proposal, dated August 18, 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 North Alabama

PROGRAM Bachelor of Science in Information Technology (CIP 11.0103)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	\$0	\$0	\$100,000	\$100,000	\$100,000	\$300,000
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
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$300,000

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	\$66,480	\$132,960	\$199,440	\$265,920	\$332,400	\$997,200
TOTAL	\$66,480	\$132,960	\$199,440	\$265,920	\$332,400	\$997,200

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	15	25	35	50	60	37
NEW ENROLLMENT HEADCOUNT	10	10	10	10	10	10
DEGREE COMPLETION PROJECTIONS	3	6	9	10	10	8

Attachment 2

Summary of Background Information

Bachelor of Science in Information Technology
University of North Alabama

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

Objectives: The proposed Information Technology (IT) program, in its broadest sense encompasses all aspects of computing technology. Information Technology as an academic discipline, is concerned with issues related to advocating for users and meeting their needs within an organizational and societal context through the selection, creation, application, integration and administration of computing technologies. IT programs aim to provide IT graduates with the skills and knowledge to take on appropriate professional positions in Information Technology upon graduation and grow into leadership positions or pursue research or graduate studies in the field. The following Student Learning Outcomes associated with the program are:

- Students will gain an in-depth understanding of theoretical technological concepts and develop the ability to apply these concepts in their efforts to solve real world IT problems.
- Students will develop applied skills that are in high demand. Information technology graduates will be able to effectively write computer programs, design and implement databases, conduct user studies to evaluate interface usability, design and configure computer networks, and assess information assurance and security.
- Students will develop problem-solving skills. Students will need to combine knowledge from different technology areas to develop solutions for problems. Graduates of this program will be able to analyze, develop, and implement solutions to complex information technology problems commonly found in industry.
- Students will develop communication skills. Information technology spans many aspects of modern corporations and graduates will need to communicate effectively with employees from a variety of backgrounds. Graduates will develop the ability to communicate effectively with other employees and management.

Administration: The program will be administered by Dr. Greg Carnes, College of Business, Dean; and Dr. M. Shane Banks, Department of Computer Science and Information Systems, 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: The proposed program will follow the current information technology curricula guidelines provided by the Association for Computing Machinery (ACM) as well as guidelines provided by the Accreditation Board for Engineering and Technology (ABET) for program accreditation. Currently, the Computer Information Systems and Computer Science programs at UNA are accredited by ABET. The institution will seek accreditation for the Information Technology program at the earliest opportunity (programs must have at least one graduate to apply for accreditation).

Curriculum:

Program Completion Requirements:

Credit hours required in major courses	39
Credit hours in institutional general education or core curriculum	42
Credit hours required in support courses	18
Credit hours in the concentration	12
Credit hours in required or free electives	9
Total credit hours required for completion	120

Collaboration: According to the proposal, UNA plans to continue its relationship with Northwest-Shoals Community College in providing opportunities for students who wish to continue their education by pursuing a bachelor's degree in a computing field.

Distance Education: Both traditional and non-traditional instructional methods will be utilized for the proposed program.

Admissions: The proposed program has no special admission requirements.

Need: To remain competitive in attracting and retaining technology jobs to the State, Alabama's educational institutions must make a strong commitment to STEM education initiatives. Alabama higher education institutions are not currently supplying enough qualified graduates to support the existing Alabama technology industry, thus forcing many companies to look to other states to provide their technology workforce. This situation is not conducive to attracting new technology companies to Alabama. The following is from the Bureau of Labor Statistics Occupational Outlook Handbook concerning job growth in Computer and Information Technology occupations:

Employment of computer and information technology occupations is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. These occupations are expected to add about 488,500 new jobs, from about 3.9 million jobs to about 4.4 million jobs from 2014 to 2024, in part due to a greater emphasis on cloud computing, the collection and storage of big data, more everyday items becoming connected to the Internet in what is commonly referred to as the "Internet of things," and the continued demand for mobile computing. The median annual wage for computer and information technology occupations was \$81,430 in May 2015, which was higher than the median annual wage for all occupations of \$36,200.

Student Demand: Student demand projections are based on the growth rate of current offerings in the Computer Science & Information Systems (CSIS) department, data from Information Technology programs at similar universities, and interviews with current and former students. UNA officials have conducted interviews with industry recruiters, hiring managers, and the CSIS Industrial Advisory Board. Without exception, these stakeholders have supported the implementation of the proposed Information Technology program. The core competencies addressed in the information technology program (technological depth, writing and communication skills) are consistently identified as skills in high demand in industry.

Faculty:

Current Primary Faculty—

Full-time: 13

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

Support Faculty: No further staff support is anticipated.

Equipment: No special equipment is needed at this time.

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

Library: The libraries at the University of North Alabama (UNA) currently house more than 349,000 cataloged volumes, including 56,283 bound periodical volumes. The libraries' holdings also include 1,081,886 microform units (including government documents in microform) and more than 401,000 electronic books. The libraries provide current access to more than 32,395 periodical titles, the vast majority in electronic format. The library's physical collection of audiovisual and other media materials contains more than 12,900 items; physical holdings are supplemented by more than 34,000 streaming videos and thousands of streaming audio files.

The libraries also provide access to 150 electronic databases, including the databases of the Alabama Virtual Library. The libraries' collections are enhanced by UNA's participation in the Network of Alabama Academic Libraries (NAAL), LYRASIS (the nation's largest regional membership organization serving libraries), and the Online Computer Library Center (OCLC). Materials not available locally can be obtained through interlibrary loan (ILL) services, which are made available to students and faculty free of charge.

Program Budget: The proposal projected that \$300,000 estimated new funds will be required to support the proposed program over the first five years. A total of \$937,200 will be available through tuition.

Attachment 3

University of North Alabama
Bachelor of Science in Information Technology

Course Number and Title	Number of Credit Hours
General Education Requirements	42
IT Competency	
CS 135 Computer Skills for Problem Solving	3
CIS 225 Introduction to Object Oriented Programming	3
CIS 249 Information Security	3
CIS 289 HCI/UX	3
CIS 315 Advanced Object Oriented Programming	3
CIS 330 Systems Analysis & Design	3
CIS 344 IT Infrastructure	3
CIS 366 Database Development & Management	3
CIS 376 Web Development	3
CIS 444 Advanced IT Infrastructure	3
CIS 445 Advanced Database Management Systems	3
CIS 476 Enterprise Architecture	3
CIS 486 Projects in Information Systems	3
Total	39
Writing/Communications Competency	
EN 339W Technical Writing	3
COM 330 Group Communication	3
<u>Choose 1 of the following</u>	3
COM 306 Interpersonal Communications	
COM 308 Nonverbal Communication	
COM 314 Communication Theory and the Public Interest	
Total	9
Math and Statistics Competency	
MA 121 & MA 122 Calculus for Business and Life Sciences I & II or MA 125 Calculus I	4-6
QM 291 Statistical Process Control or MA 147 Elementary Statistics	3
Total	7-9
Concentrations (choose one)	
Software Development (CS 155, CS 255, CS 355, upper level CS course)	12
HCI / UX (PY 385, CIS 489, EN445W, AR 221 or AR 231)	12
Total	12
General Electives	9-11
Total Hours	120

DECISION ITEM UNA-2: University of North Alabama, Master of Science in Mathematics (CIP 27.0101)

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: The proposed Master of Science degree in Mathematics requires 30 credit hours of graduate coursework and is designed to provide students with options for interdisciplinary concentrations. Students in the proposed program will be required to complete 18 hours of graduate Mathematics coursework that will provide them with a substantive mathematics foundation. An area of emphasis comprised of 12 hours of graduate coursework will also be required. This area of emphasis may be in Mathematics or may be comprised of coursework from a designated and approved area offering elective graduate courses. Areas of emphasis may be selected from Mathematics, Physics, Chemistry, or other approved fields.

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

Mode of Delivery: The program will be offered in a distance learning format so that students from other geographical areas will be able to pursue the degree.

Similar Programs: The following institutions offer similar programs at this level: 1. Alabama State University, Master of Science in Mathematics; 2. University of South Alabama, Master of Science in Mathematics; 3. University of Alabama in Huntsville, Master of Science in Mathematics, Master of Arts in Mathematics; 4. University of Alabama at Birmingham, Master of Science in Mathematics, Master of Arts in Mathematics; 5. University of Alabama, Master of Arts in Mathematics; 6. Jacksonville State University, Master of Science in Mathematics; 7. Auburn University, Master of Science in Mathematics.

Collaboration: The University of North Alabama is not planning on specific collaborations at this time.

Resources: The proposal projected that \$0 will be required for the program in the first five years, and that \$286,378 will be available over the same period through internal reallocations and tuition.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The program provides students with skills, knowledge, and expertise in diverse disciplines (mathematics, science, technology) that allows them to pursue employment in a variety of fields.
2. The program is available to students through a distance education/hybrid format.
3. The program emphasizes technical and oral communication skills necessary for employment in the disciplines.
4. Estimated new funds to support the proposed program are minimal.

DECISION ITEM UNA-2: University of North Alabama, Master of Science in Mathematics (CIP 27.0101)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Master of Science in Mathematics 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 December 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 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 entering a doctoral program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of North Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 1, 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 North Alabama program proposal, received August 18, 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 North Alabama
PROGRAM	Master of Science in Mathematics (CIP 27.0101)

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	\$6,200	\$6,200	\$6,200	\$9,800	\$9,800	\$38,200
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$11,196	\$35,454	\$54,114	\$69,042	\$78,372	\$248,178
TOTAL	\$17,396	\$41,654	\$60,314	\$78,842	\$88,172	\$286,378

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	2	7	11	14	16	10
NEW ENROLLMENT HEADCOUNT	2	5	6	7	7	5
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	2	2	5	6	4

Attachment 2

Summary of Background Information

Master of Arts in Mathematics
University of North Alabama

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

Description and Objectives: Students pursuing the Master of Science in Mathematics are required to designate an area of emphasis or concentration. This area of emphasis is comprised of 12 hours of coursework from Mathematics or a designated area offering elective graduate courses and approved by the student's graduate advisor, graduate coordinator, and the department chairs of Mathematics and area of the concentration. Areas of emphasis include Physics, Computer Science and Information Systems, Chemistry, or Mathematics/Mathematics Teaching. The rationale for this is to provide the student with a substantive knowledge base in Mathematics, but allow them to broaden their expertise and focus in an additional area within the STEM fields. Students may select from a range of existing courses within their identified field.

The major student learning outcomes are:

- Students will have an understanding of the foundational components of Mathematics.
- Students will acquire a broader understanding of the role of Mathematics in related fields.
- Students will demonstrate their ability to apply mathematical knowledge in their area of emphasis.
- Students will be able to communicate mathematical information effectively.
- Students will be prepared for jobs related to Mathematics in industry, education, or government.

Assessment: Program outcomes will be assessed using a variety of direct and indirect measures.

Direct Measures of Assessment

- Preliminary qualifying exams in algebra and analysis.
- Project or thesis completion—successful completion of the Master's project or thesis in Mathematics will be used as a measure of competency within the field and as an assessment of each of the program's learning outcomes.
- Final Presentation of results from the Master's project in Mathematics.
- Course completion with a B or better.
- Completion of course assignments—assignment will be assessed according to a competency score determined by rubrics that will be developed in each course.

Indirect Measure of Assessment

- Exit Survey—all students completing the program will be asked to rate their level competency with each of the learning objectives.

Additionally, A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional) will be implemented as follows:

- Employment and/or job placement rates—an annual assessment of employment rates and/or graduate program placement will be carried out.
- Graduate tracking to determine occupational outcomes. The survey data will be collected at years 3 and 5 from employers of graduates to determine former student success.

- Graduate program placement rates will be assessed annually to determine the number of students progressing to Ph.D. programs.

Administration: The program will be administered by the College of Arts and Sciences, Dean, Dr. Carmen Burkhalter; and Mathematics Department Chairperson, Dr. Cindy Stenger.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). A total of two members of the ACGD participated in the final vote; both members voted to recommend approval of the proposal.

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

Curriculum: The Master of Science Degree in Mathematics entails a minimum of 30 semester hours of credit.

Credit hours required in major courses	12-15
Credit hours required in support courses	12
Credit hours in required or free electives	0
Credit hours for thesis or dissertation	3-6
Total credit hours required for completion	30

Students will have the option to choose an area of concentration in a STEM field.

The proposed Master of Science in Mathematics requires 30 credit hours of graduate coursework and is designed to provide students with options for interdisciplinary concentrations. This area of emphasis may be in Mathematics or may be comprised of coursework from a designated area offering elective graduate courses and approved by the student's graduate advisor, graduate coordinator, and the department chairs of mathematics and the area of concentration. Areas of emphasis may be selected from Mathematics, Physics, Chemistry, or other approved fields.

More specifically, students pursuing the Master of Science in Mathematics would be required to designate an area of emphasis. This area of emphasis would be comprised of 12 hours of coursework from a designated area offering elective graduate courses and approved by the student's graduate advisor, graduate coordinator, and the department chairs of mathematics and area of concentration. Areas of emphasis would include mathematics, science and/or technology.

Collaboration: The University of North Alabama is not planning on specific collaborations at this time. The majority of courses required for the program are currently offered by the University of North Alabama. The proposed program is utilizing existing offerings and attempting to provide students with greater flexibility in concentration and career choice.

Distance Education: The program will be offered in a distance learning format so that students from other geographical areas will be able to pursue the degree. One hundred percent of the courses will be offered using best practices for online course delivery.

Admissions: In addition to the general requirements for admission to graduate studies (See General Regulations and Procedures), admission to the Master of Science degree program in Mathematics also requires:

Unconditional Admission

1. Preparation: Applicants must hold a bachelor's degree from an accredited institution and have at least 24 semester hours in Mathematics above the 200 level. A Graduate Admissions Committee will review each application; consequently, all applications and supporting documents must be submitted to the Office of Graduate Admissions and Services of the University in accordance with submission deadlines established by that office.

2. Scholastic Achievement: A minimum of 2.75 GPA on a 4.0 scale in all previous undergraduate and graduate coursework.
3. Test Scores: Submission of satisfactory scores on the GRADUATE RECORD EXAM (General Test).
4. Three letters of recommendation to be sent to the Graduate Coordinator in Mathematics, Department of Mathematics, University of North Alabama.

Conditional Admission

Applicants who satisfy all requirements for unconditional admission except for the minimum scholastic (grade) requirement, but who have an overall grade point average of 2.0 or better (4.0 scale), may be admitted on conditional status subject to attainment of grades, which include no more than three semester hours of C and no grades lower than C on the first three graduate courses (nine semester hours) for which enrolled.

Transfer Admission

In addition to the general requirements for Transfer Admission to Graduate Studies, up to 12 semester hours of 48 graduate credit by transfer will be accepted with the approval of the graduate program coordinator. Exceptions must be approved by the graduate program coordinator, department chair, and college dean.

Need: The Alabama Report Card for STEM occupations 2016 states that, "restoring America's world leadership in science, engineering and technology requires increasing the global competitiveness of America's scientific and engineering infrastructure." Similarly, the U.S. Department of Education states that, "it's more important than ever for our youth to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. These are the types of skills that students learn by studying science, technology, engineering, and math—subjects collectively known as STEM." However, a decreasing number of students pursue careers in these fields, which are also fields associated with an inadequate number of teachers.

It has become a priority for both the State and our nation to put opportunities in place that encourage education in science, technology, engineering, and math. The design of the proposed Master's degree in Mathematics would allow for graduate students to focus on Mathematics or other STEM concentrations. Providing opportunities to these students would help meet the expected increase in jobs for STEM fields predicted by the Bureau of Labor Statistics in their Occupational Outlook for Mathematics and related fields. A 28 percent job growth rate is estimated for mathematics and related fields through 2024.

The STEM profile for Alabama (2015-2016) also reported that only 16 percent of women were interested in pursuing a STEM field. Approximately 45 percent of all Mathematics majors at the University of North Alabama are women. This program would encourage these students to further their education in Mathematics with a concentration in a STEM related field and thus, be more likely to seek occupational opportunities associated with STEM. Finally, the availability of such a program would provide the opportunity for graduate study to students who do not have access to existing campus programs. The proposed program is unique in its focus and in its mode of delivery. Through online or hybrid courses students are not required to maintain a constant presence on campus.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local*	34	44	56	71	91	296
State	123	157	202	358	330	1,070
SREB	7,073	9,053	11,588	14,833	18,986	61,533
Nation	19,063	24,401	31,233	39,978	51,172	165,847

Source: Based upon Indeed.com

*within 60 miles

Student Demand: The Department of Mathematics administered two surveys to determine student demand and to predict enrollment in the program. The first questionnaire was designed to collect interest data from current UNA students in Mathematics and related majors (Physics, Computer Science, Chemistry, and Engineering Technology). The second questionnaire was developed to determine interest among alumni from the Department of Mathematics. The survey administered to current students was created and data collected through Qualtrics. A link to the survey was provided to all respondents via email.

A total of 20 responses were obtained to the eight-item questionnaire. The majority of those responding were either juniors or seniors (75 percent) and were majoring either in Mathematics or Education (95 percent). Responses indicated that the majority of students saw themselves as having definite plans to go to graduate school (40 percent) or would very likely attend graduate school (30 percent). An additional 25 percent indicated that they were considering going to graduate school. A total of 19 students responded that they were considering or planning on continuing their education once completing their undergraduate degree.

When asked how they would rate their interest in a graduate program (Master's) in Mathematics 13 respondents (65 percent) indicated that they were very interested in a graduate program in this area. An additional 20 percent (N=4) indicated that they were somewhat interested in a graduate program in Mathematics. Over 95 percent of those surveyed expressed at least a moderate interest in the Master's in Mathematics degree at UNA. Students were also queried about their interest in a graduate program where they could focus on teaching. Over 70 percent responded that they were either very interested or somewhat interested in this type of option. Similarly, 50 percent indicated that they were interested in a graduate program in Mathematics that would allow them to focus on a STEM field like Computer Science, Physics, or Engineering.

A second survey was developed and administered through Qualtrics to alumni in the general workforce and in education who had graduated from the University of North Alabama with a major in Mathematics. A total of 37 responses were obtained through a single request via email for assistance in completing the assessment. It should be noted that a large percentage of email addresses were no longer viable due to changes since graduating college. Of those responding however, approximately 53 percent expressed an interest in a graduate program in Mathematics. Forty-four percent of those responding indicated either significant interest or some interest in a graduate program in Mathematics that allowed for an emphasis on teaching. Over 55 percent of graduates expressed support for a graduate program in Mathematics that allowed for focus on a STEM field. Seventy-four percent of the graduates indicated that a Master's degree in

Mathematics would either significantly or to some degree improve their ability to perform the job they were currently in or impact their preparation for a future position.

Resources:

Faculty: At present, no new faculty will be needed to fully implement this proposed program.

Current Primary Faculty—

Full-time: 15

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

No new faculty will be required to implement the program.

Support Staff: No additional support staff will be required.

Fellowships and Assistantships: No assistantships will be offered. In the future, assistantships will be allocated according to University policy depending on enrollment within the program.

Equipment: No additional equipment is necessary specifically for the proposed program.

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

Library: There are sufficient library resources to support the program. The libraries at the University of North Alabama (UNA) currently house more than 349,000 cataloged volumes, including 56,283 bound periodical volumes. The libraries' holdings also include 1,081,886 microform units (including government documents in microform) and more than 401,000 electronic books. The libraries provide current access to more than 32,395 periodical titles, the vast majority in electronic format.

The libraries' physical collection of audiovisual and other media materials contains more than 12,900 items; physical holdings are supplemented by more than 34,000 streaming videos and thousands of streaming audio files. The libraries also provide access to 150 electronic databases, including the databases of the Alabama Virtual Library. The libraries' collections are enhanced by UNA's participation in the Network of Alabama Academic Libraries (NAAL), LYRASIS (the nation's largest regional membership organization serving libraries), and the Online Computer Library Center (OCLC). Materials not available locally can be obtained through interlibrary loan (ILL) services, which are made available to students and faculty free of charge.

Collier Library provides more than 70 network-connected public workstations with a broad range of productivity software installed. Three workstations are connected to flatbed scanners and two are equipped with hardware and software to aid persons with visual impairment. Printing services, in-library checkout of laptop computers, and course reserves are available for student and faculty convenience.

Considering knowledge of the local collection and all of the data reviewed and outlined above, UNA's collection would adequately support some areas of the proposed Master of Science in Mathematics degree. As research in mathematics and science focuses heavily on scholarly

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journal content, care will need to be taken to ensure that adequate periodical coverage is available.

Program Budget: The proposal projected that \$0 will be required for the program in the first five years, and that \$286,378 will be available over the same period through internal reallocations and tuition.

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Attachment 3

University of North Alabama
Master of Science in Mathematics
Curriculum for the Proposed Master's Degree in Mathematics

DECISION ITEM UWA-1: University of West Alabama, Doctor of Education in Rural Education (CIP 13.9999)

EXECUTIVE SUMMARY

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

Program Objective: As a regional institution, the University of West Alabama's foremost commitment is to "meeting the educational needs of the State and particularly of the West Alabama area". The purpose of the University of West Alabama's Doctor of Education (Ed.D.) in Rural Education is to prepare practitioners to conduct applied research, to work in a variety of rural settings, and contribute to the improvement of rural education and rural communities, locally and globally.

The purpose and objectives of the proposed program seamlessly align with the mission of the University of West Alabama's College of Education. The College of Education is committed to its mission of: modeling sound research-based teaching methods; engaging community partners in collaboration to inspire positive change; developing literacy in content, technology, and communication; nurturing and developing responsible, innovative, reflective, and caring educational professionals; and providing diverse experiences for learner. The proposed Ed.D. in Rural Education is a forward-thinking initiative focused on the importance of understanding rural education, will be unique, and will be the only one of its kind in existence in the nation.

Role: The proposed program is not within the instructional role recognized by the Commission for the University of West Alabama. However, based upon ACHE policy, UWA may submit individual doctoral program(s) for staff review and Commission consideration. ACHE policy further specifies that an institution may seek staff and Commission approval and implement up to three individual doctoral proposals, before needing to seek a role change to the Doctoral level. Currently, UWA has no doctoral level programs listed in the ACHE Academic Program Inventory. In terms of the ACHE Standard (funding formula), UWA shall receive the appropriate graduate weights for the credit hours associated with this program, but the doctoral multiplier will not be applied until UWA is granted a doctoral role.

Mode of Delivery: Students will have the option of completing the Ed.D. in Rural Education on campus (face-to-face), hybrid, or online.

Similar Programs: The following institution offers a program at CIP: 13.9999: 1. University of South Alabama – Ph.D. in Instructional Design & Development. Additional similar programs are: 1. Alabama A & M – CIP 13.1315 (Ph.D. In Reading Teacher Education); 2. Alabama State University – CIP 13.0401 (Ed.D. in Educational Leadership, Policy, and Law); 3. University of Alabama – CIP 13.0401 (Ed.D. in Educational Leadership); and 4. University of Alabama – CIP 13.0404 (Ed.D. in Instructional Leadership)

Collaboration: UWA's proposed Ed.D. in Rural Education would be unique to the needs of rural education and due to its uniqueness, UWA is not currently planning on collaborating with other Alabama institutions. However, UWA states that it is not opposed to the idea of collaboration.

Resources: The proposal projected that \$574,000 in new funds will be required for the program in the first five years, and that \$1,047,750 will be available over the same period through tuition.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The program is unique and is the only doctoral program in the nation that focuses on rural educational and societal issues for transforming rural schools and communities.
2. The program is designed specifically to assist working professionals in a wide variety of public agencies, as well others who have an interest in rural education, in furthering the acquisition of skills required to analyze educational policies and actual practices on a broader social, political, and economic scale.
3. Intended for working professionals, classes will be scheduled on the weekends and will utilize both hybrid, and online delivery systems in order to accommodate and benefit from the full-time employment of program participants.
4. The curriculum offers a strong interdisciplinary approach to the study of organizational leadership, teaching and learning, management and research and is comprised of both sound theoretical skills as well as applied coursework and practical application.
5. The cohort model facilitates the development of learning communities and professional networks.
6. There are letters of support contained in the proposal from 14 area superintendents.

DECISION ITEM UWA-1:

University of West Alabama, Doctor of Education in
Rural Education (CIP 13.9999)

Staff Presenter:

Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

That the Commission approve the proposed Doctor of Education in Rural Education with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2018. Based on Commission policy, the proposed program must be implemented by December 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 4, 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 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in admission to related graduate programs.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal.

The University of West Alabama will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2023.

Supporting Documentation:

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

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4. Letter from Gary Funk, Director, Rural School Collaborative to Leonard Lock, ACHE, Director of Instruction and Special Projects, attached.
5. Letter from Allen Pratt, Executive Director, National Rural Education Association to Leonard Lock, ACHE, Director of Instruction and Special Projects, attached.
6. University of West Alabama program proposal, received August 18, 2017. Available upon request.
7. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1
NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of West Alabama

PROGRAM Doctor of Education in Rural Education (CIP 13.9999)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	\$0	\$60,000	\$60,000	\$68,000	\$68,000	\$256,000
LIBRARY	\$0	\$10,000	\$10,000	\$12,000	\$12,000	\$44,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$24,000	\$36,000	\$36,000	\$48,000	\$144,000
STAFF	\$0	\$30,000	\$30,000	\$35,000	\$35,000	\$130,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$124,000	\$136,000	\$151,000	\$163,000	\$574,000

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	\$140,250	\$178,500	\$216,000	\$243,000	\$270,000	\$1,047,750
TOTAL	\$140,250	\$178,500	\$216,000	\$243,000	\$270,000	\$1,047,750

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	11	14	16	18	20	16
NEW ENROLLMENT HEADCOUNT	11	3	2	2	2	4 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	0	8	10	12	10

Attachment 2

Summary of Background Information

Doctor of Education in Rural Education
University of West Alabama

Role: The proposed program is not within the instructional role recognized by the Commission for the University of West Alabama (UWA). However, based upon ACHE policy, UWA may submit individual doctoral program(s) for staff review and Commission consideration. ACHE policy further specifies that an institution may seek staff and Commission approval and implement up to three individual doctoral proposals, before needing to seek a role change to the Doctoral level. Currently, UWA has no doctoral level programs listed in the ACHE Academic Program Inventory. In terms of the ACHE Standard (funding formula), UWA shall receive the appropriate graduate weights for the credit hours associated with this program, but the doctoral multiplier will not be applied until UWA is granted a doctoral role.

Description and Objectives: Graduates of the Ed.D. in Rural Education will be able to:

- Demonstrate the ability to advocate for rural schools and communities, utilizing the knowledge and tools necessary to create and sustain thriving rural communities;
- Demonstrate the knowledge and skills to apply leadership strategies, organizational theory, and data to understand the culture and climate of rural schools and communities in order to make transformative differences in the schools and communities;
- Demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling challenges in rural education;
- Demonstrate the ability to plan and conduct research and evaluation with a clear purpose to improve rural communities and schools and make recommendations to improve future practices that impact rural education; and
- Demonstrate the ability to analyze educational policies and practices on a broader social, political, and economic scale to assess issues that determine the context of rural education.

Assessment: Key assignments will be linked to student learning outcomes and assessed by instructors using a rubric that measures mastery. Each student will upload key assignments to an online portfolio system, LiveText. Data will be aggregated and disaggregated and discussed bi-annually by the program committee on Assessment Days in the fall and spring. In addition to the student learning outcomes, student professional dispositions are assessed by instructors in each course using a rubric created by the College of Education.

The planning process at the University of West Alabama is a tiered process, beginning at the unit level, then moving to the Dean/Vice President level at the Dean's Council and culminating at the President's Council, where the direction and budget is set for the upcoming year. It is a continuous process designed to involve all areas of the institution and maintain comprehensive participation. By the end of May, all units complete the planning portion of the process for the upcoming academic year. This process includes developing, reviewing, and/or updating objectives that link to specific University goals and determining expected results to form a comprehensive assessment plan. This plan is designed to guide academic units in assessing the quality of academic programs or the operations/services of non-academic units. The planning process is done collectively, allowing all vested individuals a voice in the process.

By the end of September, all units perform a self-study to analyze the results of assessment activities from the previous academic year. Using the self-study results, all units develop strategic action plans and note any resources needed to accomplish set outcomes/objectives. This process allows each unit to determine which parts of their current comprehensive assessment plan are working well and/or which areas need improvement. When the self-study process is complete at the unit level, all planning and assessment documents are forwarded to the Dean/Vice President. Documents are then reviewed and approved by the Dean/Vice President by the end of October. For both academic and non-academic units, the Deans/Vice Presidents then develop executive summaries once the planning and assessment documents have been revised according to the Dean's recommendations. These summaries are comprised of key accomplishments from the previous academic year and needed resources for the upcoming academic year.

The Deans then forward the summaries and budget requests to the Office of Institutional Effectiveness and the Provost. The Office of Institutional Effectiveness and Retention (OIER) posts the summaries online on the UWA OIER web page. Also at this point, the Provost convenes the Deans' Council to aid in the integration of the summaries and planning statements for presentation to the President's Council.

During the Spring Semester, the Dean's Council and President's Council are convened. The executive summaries and budget requests are reviewed by the Dean's Council members. The Council works to integrate the planning statements with budget requests and establish institutional priorities. The planning priorities established at the Dean's Council serve to guide final budget prioritization and budget recommendations to the President's Council. The President's Council considers the recommendations of the Dean's Council as a University Plan is developed that determines the direction the University will take, which plans are to be supported and implemented immediately, and identifies available and needed resources. Final budget proposals are then presented to the Board of Trustees for approval.

A follow-up plan to determine accomplishments of graduates, such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional), is then created. The Office of Alumni Affairs' database will be used to survey graduates to determine career or educational advancement. The survey will be distributed annually via email.

Administration: The program will be administered by the UWA College of Education, Dr. Jan Miller, Dean; and the School of Graduate Studies, Dr. B. J. Kimbrough, Dean; and by the Department of Teaching and Learning and the Department of Instructional Leadership and Support; Dr. Jodie Winship and Dr. Reenay Rogers, Chairs.

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). There were a total of two responses received. Both responses were to recommend approval of the proposed program.

Accreditation: There is no accrediting body for this degree program. However, the College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is Council for the Accreditation of Educator Preparation (CAEP) eligible. The next CAEP site visit will occur in the fall of 2021. Additionally, UWA is SACSCOC accredited.

Curriculum: The requirements for the proposed program are listed below.

Credit hours required in major courses	27
Credit hours in institutional general education or core curriculum	12
Credit hours required in support courses	9
Credit hours in required or free electives	N/A
Credit hours for thesis or dissertation	12
Credits for continuing dissertation	1-6

Total credit hours required for completion

60-66

The Ed.D. in Rural Education will offer two tracks:

- **Teaching & Learning:** This program is designed for teacher leaders in a variety of settings, instructional coaches, directors, team leaders, or lead teachers.
- **Organizational Change and Leadership:** This program is designed for curriculum leaders, instructional leaders in a variety of settings, directors, team leaders, lead teachers, higher education leaders, or leaders of non-profit organizations.

Collaboration: UWA's proposed Ed.D. in Rural Education is unique to the needs of rural education and due to its uniqueness, UWA is not planning on collaborating with other Alabama institutions. However, UWA states that it is not opposed to the idea of collaboration.

Distance Education: Students will have the option of completing the Ed.D. in Rural Education on campus (face-to-face) or in hybrid and online formats. One-hundred percent of the total program's courses will be offered by distance education.

Admissions: An official transcript from a regionally accredited institution indicating a conferred master's degree or above with a minimum cumulative GPA of 3.0, and official final transcripts from all institutions of higher education (community colleges, bachelor's programs, post-graduate programs); professional recommendations from two (2) individuals who can attest to the applicant's ability to succeed in a doctoral program; and a completed Personal Statement of Goals

Need: Rural school districts are as diverse as the communities they serve and the students they educate. Our nation and state's challenges present real opportunities for rural places, and a sustainable American future depends on thriving rural regions. Alabama ranks number two in the nation for the highest need for attention to rural education (Montgomery Advertiser, 2014). The rural environment in Alabama is overburdened by extremes.....insidious levels of poverty, low standards of living, high unemployment rates, low levels of funding, and low student achievement. To improve schools and communities in underperforming rural areas, excellent educators and community leaders must understand the daily challenges rural communities face. These same educators and community leaders must be armed with skills and strategies necessary to transform underperforming schools into high performing schools and economically disadvantaged communities into thriving communities.

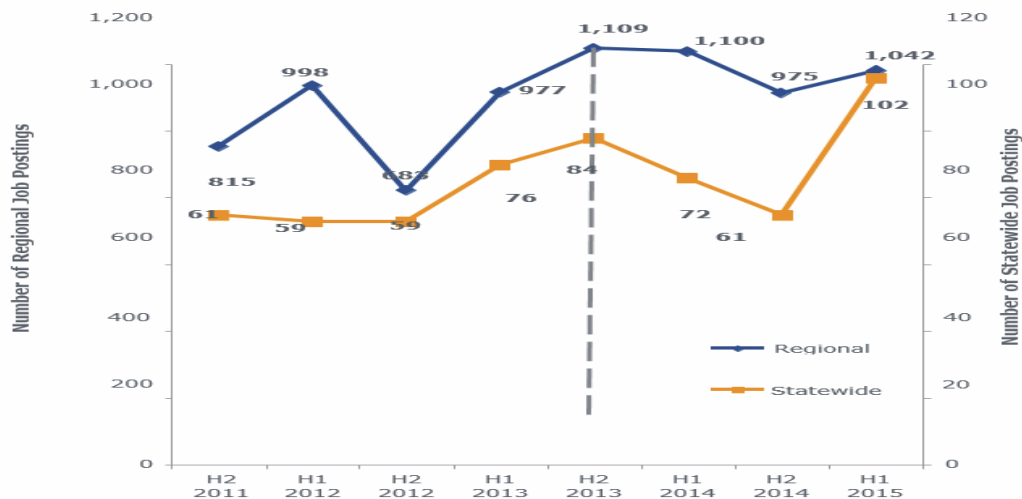
UWA is working to reverse the declining fortunes of this region of the state, the west Alabama Black Belt region. Improving and enhancing the educational systems of their service area will require highly trained teacher leaders and administrators. The proposed Ed.D. in Rural Education is aimed at training educators for the special challenges facing rural school districts today.

The Education Advisory Board (EAB) was asked by UWA to conduct market research on the viability of an Ed.D. in Rural Education. Through a combination of qualitative interviews with administrators of competitor programs and quantitative data analytics, EAB sought to identify promising opportunities for potential Ed.D. programs in the State of Alabama.

For example, annual growth in education-related job postings is measured in the change between January 2010 and December 2016 by six-month halves (i.e., 2012 H2 is July 2012 to December 2012). Employer demand in the State of Alabama and the surrounding region fluctuated in the last four years. However, the number of statewide job postings increased from 61 jobs in H2 2014 to 201 jobs in H1 2015.

This 67 percent increase in just six months represents the fastest growth rate since 2011. Instability in employer demand may be caused by changes to budget allocation, particularly for public schools that depend on government funding.

Number of Job Postings for Graduate-level Education Professionals²
Regional and National Data, July 2010-June 2015³



Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	8	11	12	14	16	61
State	1,294	1,350	1,375	1,400	1,425	6,844
SREB	6,580	7,200	7,600	7,800	8,000	37,180
Nation	42,867	43,295	43,784	44,432	44,698	219,076

Job openings (locally and in Alabama) were obtained by utilizing www.indeed.com. This site revealed a need for 8 jobs locally and 1,294 jobs needed in Alabama. Data from EAB supported the need for jobs locally and regionally. Additionally, www.monster.com was used to identify jobs needed in the SREB region and the nation. It is estimated 6,580 jobs will be needed in the SREB region and approximately 42,867 jobs are currently needed nationally in the areas of Teaching & Learning and Organization Change & Leadership.

Student Demand: An eight-item Interest Survey was sent to the following target populations: current UWA graduate students; UWA Alumni, ninety-six Teacher Connect contacts in ninety-six Alabama school systems; four Teacher Connect contacts in four school systems in Mississippi; and one Teacher Connect contact in one school system in Georgia. The Total n count was approximately 1,500. Eight hundred seventeen responses were received, which converts to a 54 percent response rate to the survey. Sixty-nine percent of the survey respondents are current UWA graduate students or UWA alumni.

- Seventy-eight percent of the survey respondents stated that they are interested in enrolling in the Ed.D. in Rural Education at some point in the future.

- Eighty-four percent of the survey respondents indicated that they would like to receive additional information about the Ed.D. in Rural Education program at UWA.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 6

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: No additional support staff will be needed.

Fellowships and Assistantships: Twelve assistantships will be offered specifically for this program during the initial five-year period.

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

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

Library: The Resources and Technical Services Division of the American Library Association (ALA) has drafted descriptive codes for use in identifying existing collection strength and current collection intensity for colleges and universities. According to these guidelines, the University of West Alabama's collection in Rural Education (Organizational Change and Educational Administration Track and Teaching & Learning Track) is Level 4, the Research Level of the five ALA Collection Levels. A library that ranks at Level 4 can support instruction and research in Education beyond the master's degree level.

The Expert Appraisal is the method that was used to arrive at the current Level 4 Collection Strength. This expert opinion is based on the Report of the Reaffirmation Committees of the Southern Association of Colleges and Schools (SACS) that visited the campus in 2013 and the Reaffirmation Committee of the National Council for the Accreditation of Teacher Education (NCATE) that visited the University of West Alabama in November 2014. The Visiting Committees found no deficiencies in the Library and noted in its report that library resources are more than adequate to support graduate research and instruction in the field of Education, specifically in the areas of Organizational Change and Leadership and Teaching and Learning.

Program Budget: The proposal projected that \$574,000 in new funds will be required for the program in the first five years, and that \$1,047,750 will be available over the same period through tuition.

Attachment 3

**University of West Alabama
Doctor of Education in Rural Education**

Course Number and Title	Number of Credit Hours	* If New Course
ED 700 Orientation to Doctoral Studies	0	*
ED 602 Challenges in Rural Education	3	
ED 603 Leadership for Enhanced Student Achievement	3	
ED 704 Qualitative Research	3	*
ED 701 Problem of Practice Applied Dissertation Seminar	3	*
ED 698 Selected Topics	3	
RE 700 Strategic Planning in a Rural Setting	3	*
RE 701 Benchmark Cases in Rural Education	3	*
RE 702 The Politics of Education in a Rural Setting	3	*
RE 703 Building a Strong Culture and Climate in a Rural Setting	3	*
RE 704 Place Based Education and Service Learning	3	*
RE 705 Partnership & Community Development in a Rural Setting	3	*
RE 706 Leading Rural Schools and Organizations	3	*
RE 707 Organizational Leadership	3	*
RE 708 Organizational Finance and Management in a Rural Setting	3	*
RE 709 Critical Issues in Administration and Supervision	3	*
RE 710 Independent Development Design for Leaders	3	*
RE 716 Teaching, Learning and Leading in a Rural Setting	3	*
RE 717 Technologies and Creative Learning	3	*
RE 718 Leading Classroom Diagnostics & Interventions	3	*
RE 720 Independent Development Design for Teaching & Learning Leaders	3	*
DIS 700 Applied Dissertation I	3	*
DIS 701 Applied Dissertation II	3	*
DIS 702 Applied Dissertation III	3	*
DIS 703 Applied Dissertation IV	3	*
DIS 704 Continuing Dissertation (if needed)	1-6	*

Ed.D. in Rural Education: Teaching and Learning Track

COURSE OF STUDY:

Course #	Course Name	Credit Hours
Professional Courses 12 hours		
ED 700	ED 700 Orientation to Doctoral Studies	0
ED 602	ED 602 Challenges in Rural Education	3
ED 603	ED 603 Leadership for Enhanced Student Achievement	3
ED 701	ED 701 Problem of Practice Applied Dissertation Seminar	3
ED 702	ED 698 Selected Topics	3
Research Courses 9 hours		
ED 704	ED 704 Advanced Qualitative Research	3
ED 705	ED 705 Advanced Quantitative Research	3
ED 706	ED 706 Evaluating Theory & Practice	3
T & L Track 27 hours		
RE 700	RE 700 Strategic Planning in a Rural Setting	3
RE 701	RE 701 Benchmark Cases in Rural Education	3
RE 702	RE 702 The Politics of Education in a Rural Setting	3
RE 703	RE 703 Building a Strong Culture and Climate in a Rural Education Setting	3
RE 704	RE 704 Place Based Education and Service Learning	3
RE 716	RE 716 Teaching, Learning and Leading in a Rural Setting	3
RE 717	RE 717 Technologies and Creative Learning	3
RE 718	RE 718 Leading Classroom Diagnostics & Interventions	3
RE 720	RE 720 Independent Development Design for Teaching & Learning Leaders	3
Applied Dissertation 12 hours		
DIS 700	DIS 700 Applied Dissertation I	3
DIS 701	DIS 701 Applied Dissertation II	3
DIS 702	DIS 702 Applied Dissertation III	3
DIS 703	DIS 703 Applied Dissertation IV	3
DIS 704	DIS 704 Continuing Dissertation (if needed)	1-6
	TOTAL HOURS	60-66 hours

Ed.D. in Rural Education Organizational Change and Educational Administration Track

COURSE OF STUDY:

Course #	Course Name	Credit Hours
Professional Courses 15 hours		
ED 700	ED 700 Orientation to Doctoral Studies	0
ED 602	ED 602 Challenges in Rural Education	3
ED 603	ED 603 Leadership for Enhanced Student Achievement	3
ED 704	ED 704 Qualitative Research	3
ED 701	ED 701 Problem of Practice Applied Dissertation Seminar	3
ED 698	ED 698 Selected Topics	3
Educational Administration Track 33 hours		
RE 700	RE 700 Strategic Planning in a Rural Setting	3
RE 701	RE 701 Benchmark Cases in Rural Education	3
RE 702	RE 702 The Politics of Education in a Rural Setting	3
RE 703	RE 703 Building a Strong Culture and Climate in a Rural Setting	3
RE 704	RE 704 Place Based Education and Service Learning	3
RE 705	RE 705 Partnership & Community Development in a Rural Setting	3
RE 706	RE 706 Leading Rural Schools and Organizations	3
RE 707	RE 707 Organizational Leadership	3
RE 708	RE 708 Organizational Finance and Management in a Rural Setting	3
RE 709	RE 709 Critical Issues in Administration and Supervision	3
RE 710	RE 710 Independent Development Design for Leaders	3
Applied Dissertation 12 hours		
DIS 700	DIS 700 Applied Dissertation I	3
DIS 701	DIS 701 Applied Dissertation II	3
DIS 702	DIS 702 Applied Dissertation III	3
DIS 703	DIS 703 Applied Dissertation IV	3
DIS 704	DIS 704 Continuing Dissertation (if needed)	1-6
	TOTAL HOURS	60-66 hours

Attachment 4

Letter from Gary Funk, Director, Rural School Collaborative to Leonard Lock, ACHE, Director of Instruction and Special Projects



Dr. Leonard Lock
Director of Instruction and Special Projects
Alabama Commission on Higher Education
PO Box 30200
Montgomery, AL 36130-2000

Dear Dr. Lock,

I am writing in support of the University of West Alabama's proposed Doctor of Education (Ed.D.) degree in Rural Education. This innovative program would produce thought leaders, curriculum specialists and researchers who would specifically address issues related to rural education. Furthermore, this is a timely effort, as more and more people are beginning to realize that rural schools and communities have unique needs that all too often are not being met.

In addition, we believe that the University of West Alabama is perfectly positioned to host a Doctor of Education in Rural Education program. They are rapidly becoming a national leader in this field, and their Black Belt Teacher Corps and Center for Rural Education are just two example of the exemplary work they are doing. UWA also serves as a hub for our Rural Schools Collaborative, and we will be able to provide a national platform for the new Doctor of Education in Rural Education effort, which could help in the recruitment of potential students and the dissemination of their work. The Rural Schools Collaborative looks forward to this kind of collaboration.

Thank you so much for your time and consideration. I hope you and your colleagues will support this worthy effort. Please let me know if I can provide you with additional information.

Sincerely,

A handwritten signature in black ink that reads "Gary Funk". The signature is fluid and cursive.

Gary Funk
Director

Attachment 5

Letter from Allen Pratt, Executive Director, National Rural Education Association to Leonard Lock,
ACHE, Director of Instruction and Special Projects



National Rural Education Association

University of Tennessee at Chattanooga
Hunter Hall 212
615 McCallie Ave
Chattanooga, TN 37403-2504
423-425-4539

Allen Pratt, Ed.D.
Executive Director
423-667-2165 cell

August 11, 2017

Dr. Leonard Lock
Director of Instruction and Special Projects
Alabama Commission on Higher Education
PO Box 30200
Montgomery, AL 36130-2000

Dear Dr. Lock,

The purpose of the University of West Alabama's Doctor of Education in Rural Education is to prepare practitioners to conduct applied research, to work in a variety of rural settings, and contribute to the improvement of rural education and rural communities, locally and globally. The Ed.D. in Rural Education would be offered both on campus and online and provide two tracks, including 1) *Teaching and Learning* and 2) *Organizational Change and Leadership*. Individuals who should apply for the program include:

- Individuals with master's degrees or above in education or a related field and wish to obtain a doctoral degree to increase their knowledge and skills in curriculum and instruction or administration and leadership; OR
- Curriculum leaders in a variety of settings or education related fields; OR
- Practicing education administrators, directors, team leaders, and teachers in public and nonpublic schools and daycare centers.

The proposed Ed.D. in Rural Education is a forward-thinking initiative focused on the importance of understanding rural education, will be unique, and will be the only one in existence in the nation. The University of West Alabama's Julia S. Tutwiler College of Education has been at the forefront of rural education. We have partnered with the National Rural Education Association and with the Rural School Collaborative to become a voice for rural schools and communities across the United States through innovative instruction, thoughtful collaboration, and targeted philanthropy in order to strengthen the fabric of rural places.

The National Rural Education Association is proud to write a letter of support for the University of West Alabama's Doctor of Education in Rural Education. This program perfectly aligns with the mission and vision of NREA. Please consider approving this excellent program.

Sincerely,

Dr. Allen Pratt

DECISION ITEM BS-1: Bishop State Community College, Certificate in Structural Welding
(CIP 48.0508)

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 Structural Welding certificate will prepare individuals to apply technical knowledge and skills to join or cut metal surfaces. The certificate will include instruction in arc welding, resistance welding, brazing and soldering, cutting, high-energy beam welding and cutting, solid state welding, ferrous and non-ferrous materials, oxidation reduction reactions, welding metallurgy, welding processes and heat treating, structural design, safety, and applicable codes and standards.

Role: The proposed program is within the instructional role for Bishop State Community College (BIS).

Mode of Delivery: Due to the hands-on nature of the program, the proposed program will not be offered online.

Similar Programs: The following schools have welding programs located at CIP 48.0508 in the Academic Program Inventory: Beville State Community College, Central Alabama Community College, Drake State Community and Technical College, Gadsden State Community College, Ingram State Technical College, Coastal Alabama Community College, Lawson State Community College, Lurleen B. Wallace Community College, Northwest-Shoals State Community College, Reid State Technical College, Shelton State Community College, Southern Union State Community College, Trenholm State Community College, Wallace State Community College (Dothan), Wallace State Community College (Hanceville), and Wallace State Community College (Selma).

Collaboration: According to the application, BIS will continue to be in contact with other institutions in the Alabama Community College System to develop collaborative efforts in relation to the proposed program.

Licensure: Licensure is not required for the proposed program.

Resources: No new funds will be needed for the program in the first five years, and a total of \$762,200 will be available through extramural funds and tuition.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed Structural Welding certificate program will be an additional career technical program offering whose objective is to satisfy the projected short fall of qualified welders in the Gulf Coast Region.
2. The program will prepare students to earn National Center for Construction Education & Research (NCCER) credentials for welding trades in order to enhance the student's employability.

DECISION ITEM BS-1: Bishop State Community College, Certificate in Structural Welding (CIP 48.0508)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Certificate in Structural Welding.

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 December 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 20, 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.

Bishop State Community College (BIS) 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 Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Bishop State Community College proposal, dated December 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 Bishop State Community College

PROGRAM Certificate in Structural Welding (CIP 48.0508)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EXTRAMURAL	<u>\$75,000</u>	<u>\$75,000</u>	<u>\$75,000</u>	<u>\$75,000</u>	<u>\$75,000</u>	<u>\$375,000</u>
TUITION	<u>\$38,720</u>	<u>\$72,600</u>	<u>\$82,280</u>	<u>\$91,960</u>	<u>\$101,640</u>	<u>\$387,200</u>
TOTAL	<u>\$113,720</u>	<u>\$147,600</u>	<u>\$157,280</u>	<u>\$166,960</u>	<u>\$176,640</u>	<u>\$762,200</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>40</u>	<u>60</u>	<u>60</u>	<u>70</u>	<u>70</u>	<u>60</u>
NEW ENROLLMENT HEADCOUNT	<u>10</u>	<u>20</u>	<u>20</u>	<u>25</u>	<u>25</u>	<u>20</u> 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>9</u>	<u>8</u>

Attachment 3

**Bishop State Community College
Certificate in
Structural Welding**

	Course #	Course Name	Credit Hours	Contact Hours
Semester 1	WKO 110	NCCER CORE	3	5
	WDT 109	SMAW FILLET/PAC/CAC	3	4
	WDT 123	SMAW PAC/CAC/FILLET LAB	3	6
	ENG 131	APPLIED WRITING	3	3
	MTH 116	MATH APPLICATIONS	3	3
		Hours for the Semester	15	315
		<i>Eligible for Credential – OSHA 10</i>		
		<i>Eligible for Credential – NCCER Core</i>		
Semester 2	WDT 119	GAS METAL ARC/FLUX CORED THEORY	3	4
	WDT 124	GAS METAL ARC/FLUX CORED C LAB	3	6
	WDT 120	SHEILDED METAL ARC GROOVE TH	3	4
	WDT 125	SHEILDED METAL ARC GROOVE LAB	3	6
	WDT 166	FLUX CORE ARC WELDING THEORY	3	4
	WDT 167	FLUX CORE ARC WELDING LAB	3	6
		Hours for the Semester	18	450
		<i>TOTAL CERTIFICATE HOURS</i>	33	765
		<i>Eligible for Credential – STRUCTURAL WELDING SHORT CERTIFICATE</i>		
		<i>Eligible for Credential – STRUCTURAL WELDING CERTIFICATE</i>		

DECISION ITEM GAD-1: Gadsden State Community College, Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)

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 Objectives: Objectives of the proposed program are as follows; upon completion of the program students will:

- Demonstrate critical thinking abilities when performing sonographic procedures that ensure optimum diagnostic results.
- Perform sonographic procedures accurately and appropriately, identifying and recording all anatomic and physiologic data for the interpreting physician.
- Communicate effectively with the multi-disciplinary team.
- Conduct one's self ethically, professionally, and compassionately with patients.
- Obtain appropriate information from patient to ensure optimum diagnostic results.
- Record, analyze and process diagnostic data and other observations made during the diagnostic exam for the physician to review.
- Educate patients about diagnostic medical sonography.
- Demonstrate technical proficiency in the role of diagnostic medical sonographer.
- Apply knowledge and clinical information as entry-level general sonographers.

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

Mode of Delivery: According to the application, approximately 30 percent of general education courses will be offered online.

Similar Programs: Lawson State Community College, Lurleen B. Wallace State Community College, Trenholm State Community College, and Wallace State Community College (Hanceville) all have the AAS in Diagnostic Medical Sonography at CIP 51.0901 in the Academic Program Inventory.

Collaboration: According to GAD officials, there have been no collaborative efforts due to the distance in locations and regions of the other colleges; however, collaboration could be achieved through online course offerings.

Licensure: According to the proposal, GAD Diagnostic Medical Sonography students will take the American Registry for Diagnostic Medical Sonography exam (ARDMS). The college benchmark for first time pass rates on this exam is 85 percent.

Resources: A total of \$1,289,030 in new funds will be needed for the program in the first five years. A total of \$1,290,030 will be available through internal reallocation, extramural funds and tuition.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to the Alabama Community College System Region 2 Report, Diagnostic Medical Sonography is one of the top five fastest growing occupations.
2. According to the US Department of Labor, the median pay for a Diagnostic Medical Sonographer is \$62,540 or \$30.07 per hour.

DECISION ITEM GAD-1: Gadsden State Community College, Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Diagnostic Medical Sonography.

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 December 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 16, 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.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Gadsden State Community College (GAD) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than February 2, 2023.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Gadsden State Community College proposal, dated June 9, 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 Gadsden State Community College

PROGRAM Associate in Applied Science in Diagnostic Medical Sonography (CIP 51.0910)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	<u>\$95,328</u>	<u>\$98,923</u>	<u>\$190,658</u>	<u>\$202,683</u>	<u>\$202,683</u>	<u>\$790,275</u>
LIBRARY	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$7,500</u>
FACILITIES	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$1,500</u>	<u>\$7,500</u>
EQUIPMENT	<u>\$204,328</u>	<u>\$0</u>	<u>\$0</u>	<u>\$204,328</u>	<u>\$0</u>	<u>\$408,656</u>
STAFF	<u>\$12,747</u>	<u>\$12,747</u>	<u>\$12,747</u>	<u>\$13,004</u>	<u>\$13,004</u>	<u>\$64,249</u>
ACCREDITATION	<u>\$1,450</u>	<u>\$2,350</u>	<u>\$2,350</u>	<u>\$2,350</u>	<u>\$2,350</u>	<u>\$10,850</u>
TOTAL	<u>\$316,853</u>	<u>\$117,020</u>	<u>\$208,755</u>	<u>\$425,365</u>	<u>\$221,037</u>	<u>\$1,289,030</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$21,000</u>	<u>\$101,000</u>
EXTRAMURAL	<u>\$204,328</u>	<u>\$0</u>	<u>\$0</u>	<u>\$204,328</u>	<u>\$0</u>	<u>\$408,656</u>
TUITION	<u>\$99,912</u>	<u>\$146,170</u>	<u>\$161,498</u>	<u>\$178,738</u>	<u>\$194,056</u>	<u>\$780,374</u>
TOTAL	<u>\$324,240</u>	<u>\$166,170</u>	<u>\$181,498</u>	<u>\$403,066</u>	<u>\$214,096</u>	<u>\$1,290,030</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>20</u>	<u>23</u>	<u>25</u>	<u>28</u>	<u>30</u>	<u>25</u>
NEW ENROLLMENT HEADCOUNT	<u>10</u>	<u>13</u>	<u>16</u>	<u>20</u>	<u>22</u>	<u>16</u> 4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>5</u>	<u>8</u>	<u>10</u>	<u>12</u>	<u>9</u>

Attachment 3

**GAD
Associate in Applied Science in
Diagnostic Medical Sonography**

General Required Courses

1 ORI 101 Freshman Seminar
3 ENG 101 English Composition I
3 HUM Humanities/Fine Arts Elective
3 SPH 106 Fundamental of Oral Communication
3 MTH 100 Intermediate College Algebra
4 BIO 201 Anatomy and Physiology I
4 PHY 115 Technical Physics
3 PSY 200 General Psychology
Total 24 Credit Hours

Semester One

3 DMS 216 Sonographic Principles and Instrumentation
2 DMS 229 Sonography Preceptorship I
2 DMS 202 Foundations of Sonography
3 DMS 204 Sonographic Anatomy
4. DMS 205 Abdominal Sonography
Total 14 Credit Hours

Semester Two

3. DMS 207 Abdominal Pathology
1 DMS 217 Sonographic Principles and Instrumentation Lab
3 DMS 220 Obstetrical Sonography I
4 DMS 206 Gynecologic Sonography
3 DMS 230 Sonography Preceptorship II
2 DMS Sonographic Terms
Total 16 Credit Hours

Semester Three

2 DMS 240 Sonography Seminar I
4 DMS 231 Sonography Preceptorship III
1 DMS 225 Superficial Parts
3 DMS 221 Obstetrical Sonography II
Total 10 Credit Hours

Semester Four

1 DMS 245 Sonography Case Presentation
3 DMS 241 Sonography Seminar II
5 DMS 232 Sonography Preceptorship IV
3 DMS 250 Introduction to Advanced Sonography
Total 12 Credit Hours

Total DMS Curriculum 76 Credit Hours

DECISION ITEM ING-1 : Ingram State Technical College, Certificate in Carpentry (CIP 46.0201)

EXECUTIVE SUMMARY

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

Program Objective: The proposed 48-credit hour program will equip graduates with competencies needed to 1) earn industry credentials, and 2) gain employment in the construction industry. Students will learn safe and efficient ways to construct, erect, install, and repair structures and fixtures made of wood, including partitions, joists, rafters, stairways, window and door frames, and hardwood floors. Students will also learn soft skills identified by employers as essential for success in the workplace and competencies needed to attain industry-recognized credentials.

Role: The proposed program is within the instructional role for Ingram State Technical College (ING).

Mode of Delivery: Due to the hands-on nature of the program, the proposed program will not be offered online.

Similar Programs: Northwest-Shoals Community College and Reid State Technical College both have Certificate programs in Carpentry.

Collaboration: While other two-year colleges in the Alabama Community College System offer carpentry and construction trades programs, ING is the sole mandated provider of career technical education to incarcerated individuals under the control of the Alabama Department of Corrections at facilities across the state.

Licensure: Licensure is not required for the proposed program.

Resources: No new funds will be needed for the program in the first five years, and \$0 will be available through tuition or internal reallocation.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will expand on the current 29-hour Short-Term Certificate in Carpentry at ING. The institution has been accredited by the Council on Occupational Education (COE) for over two decades. The existing short-term certificate in Carpentry is recognized by the COE and is currently in good standing.
2. The purpose of the proposed certificate is to provide students with additional learning opportunities, which will prepare them to acquire industry-recognized credentials from the National Center for Construction Education & Research (NCCER).
3. ING is the sole mandated provider of career technical education to incarcerated individuals under the control of the Alabama Department of Corrections at facilities across the state including, but not limited to those located geographically proximate to where the program is offered.

DECISION ITEM ING-1: Ingram State Technical College, Certificate in Carpentry (CIP 46.0201)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Certificate in Carpentry.

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 December 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 18, 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 16, 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.

Ingram State Technical College (ING) 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 Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Ingram State Technical College proposal, dated September 7, 2017. Available upon request.

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

Attachment 1

INSTITUTION Ingram State Technical College

PROGRAM Certificate in Carpentry (CIP 46.0201)

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	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	31	32	34	36	37	34
NEW ENROLLMENT HEADCOUNT	15	18	18	20	20	18
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	13	16	16	17	16

Attachment 3

**ING
Certificate in
Carpentry**

Semester	Course #	Course Name	Sem. Hours
1	CARI I	Construction Basics	3
	CARI 12	Floors, Walls and Site Pre	3
	CARI 13	Floors, Walls and Site Lab Pre	3
	CARI 14	Construction Basics Lab	3
		Eligible for Short Term Certificate (STC) — Floor & Wall Basics	
2	CAR121	Introduction to Blueprint Reading	3
	CAR131	Roof and Ceiling Systems	3
	CAR133	Roof and Ceiling Systems Lab	3
	MAHIOI	Introduction Mathematics I	3
		Eligible for Short Term Certificate (STC) — Framing Fundamentals	
3	CAR203	Special Projects in Carpentry	3
	CAR214	Introduction to Cabinetry	3
	DPTIOO	Introductory Computer Skills I	3
	SPC103	Oral Communications Skills	3
		Eligible for Short Term Certificate (STC) Cabinet Basics	
4	CAR224	Floor, Wall and Ceiling Specialties	3
	CAR228	Stairs, Molding and Trim	3
	ENGIOO	Vocational Technical English I	3
	WKOI 10	NCCER CORE	3
		Eligible for Short Term Certificate (STO -Stairs, Moldings & Finishing	
		Eligible or Certificate COC —Carpentry	
		Total Hours Required for Certificate	48

DECISION ITEM ING-2 : Ingram State Technical College, Certificate in Cosmetology
(CIP 12.0401)

EXECUTIVE SUMMARY

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

Program Objectives: Objective I. Expand the scope and duration of the Cosmetology program to ensure credit/clock hour offerings meet minimum requirements for Alabama Board of Cosmetology and Barbering Cosmetologist Licensure Exam.

Objective II. Ensure a minimum of 75 percent of program graduates who report participation in licensure exams have proficiencies sufficient to pass the written and practical portions of the Alabama Board of Cosmetology and Barbering Cosmetologist Licensure Exam.

Objective III. Increase in-field employment opportunities and placements for graduates who successfully pass the Alabama Board of Cosmetology and Barbering Cosmetologist Licensure Exam, and gain a cosmetologist license.

Role: The proposed program is within the instructional role for Ingram State Technical College (ING).

Mode of Delivery: Due to the hands-on nature of the program, the proposed program will not be offered online.

Similar Programs: A total of 16 institutions have Certificates in Cosmetology: Beville State Community College, Bishop State Community College, Calhoun Community College, Central Alabama Community College, Drake State Community and Technical College, Gadsden State Community College, Lawson State Community College, Lurleen B. Wallace State Community College, Northwest Shoals State Community College, Reid State Technical College, Shelton State Community College, Southern Union State Community College, Trenholm State Community College, Wallace Community College (Dothan), Wallace State Community College (Hanceville), and Wallace State Community College (Selma).

Collaboration: While several two-year colleges in the Alabama Community College System offer cosmetology programs, Ingram State Technical College is the sole mandated provider of career technical education to incarcerated individuals under the control of the Alabama Department of Corrections at facilities across the state including, but not limited to, Julia Tutwiler Prison for Women, where the program is offered. Furthermore, this is an expansion of an established program requiring no additional investment of resources or additional personnel to implement.

Licensure: Individuals seeking licensure as cosmetologists in Alabama must pass the National Cosmetology Theory Examination, and the National Cosmetologist Practical Examination. These assessments are administered by the Alabama Board of Cosmetology and Barbering.

Resources: No new funds will be needed for the program in the first five years, and \$0 will be available through tuition or internal reallocation.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed program will expand on the current 29-hour Short-Term Certificate in Cosmetology at ING. The purpose of the long certificate is to provide students with additional learning opportunities, which will prepare them to acquire licensure in the Cosmetology field.
2. ING is the sole mandated provider of career technical education to incarcerated individuals under the control of the Alabama Department of Corrections at facilities across the state. ING offers programs and services at the following correctional facilities: Frank Lee (ING main campus), Draper, Stanton, Tutwiler, Elmore, Kilby, Red Eagle, Donaldson, and Columbiana.
3. The proposed Certificate in Cosmetology will be offered at the Julia Tutwiler Prison for Women.

DECISION ITEM ING-2: Ingram State Community College, Certificate in Cosmetology (CIP 12.0401)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Certificate in Cosmetology.

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 December 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 53, 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 35, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
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.

Ingram State Technical College (ING) 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 Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Ingram State Technical College proposal, dated September 7, 2017. Available upon request.

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

Attachment 1

INSTITUTION Ingram State Technical College

PROGRAM Certificate in Cosmetology (CIP 12.0401)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
FACULTY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
LIBRARY	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
FACILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
INTERNAL REALLOCATIONS	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EXTRAMURAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TUITION	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>65</u>	<u>75</u>	<u>80</u>	<u>80</u>	<u>85</u>	<u>77</u>
NEW ENROLLMENT HEADCOUNT	<u>45</u>	<u>52</u>	<u>55</u>	<u>55</u>	<u>58</u>	<u>53</u>
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>30</u>	<u>35</u>	<u>35</u>	<u>38</u>	<u>35</u>

**Attachment 3
ING
Certificate in Cosmetology**

	Course #	Course Name	Semester Hours	
Semester 1	COS111	Introduction to Cosmetology	3	
	COS112	Introduction to Cosmetology Lab		3
	COS113	Theory of Chemical Services		3
	COS114	Chemical Services Lab		3
	ENG100	Vocational Technical English I		3
Semester 2	COS115	Hair Coloring Theory	3	
	COS116	Hair Coloring Lab		3
	COS141	Applied Chemistry for Cosmetology		3
	COS142	Applied Chemistry for Cosmetology Lab		3
	DPT100	Introductory Computer Skills I		3
Semester 3	COS117	Basic Spa Techniques	3	
	COS118	Basic Spa Techniques Lab		3
	COS144	Hair Shaping and Design		3
	COS145	Hair Shaping Lab		3
	MAH101	Introductory Mathematics I		3
Semester 4	COS123	Cosmetology Salon Practices	3	
	COS133	Salon Management Techniques		3
	COS158	Employability Skills		3
	COS167	State Board Review		3
	SPC103	Oral Communications Skills		3

Eligible for Certificate (COC) - Cosmetology

Total Hours Required for Certificate	60
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DECISION ITEM ING-3 : Ingram State Technical College, Certificate in Logistics and Supply Chain Technology (CIP 52.0203)

EXECUTIVE SUMMARY

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

Program Description/Objectives: Logistics and Supply Chain Technology is a 48-credit-hour program designed to prepare graduates for careers in the diverse field of Logistics. Students will receive instruction in acquisitions and purchasing, inventory control, storage and handling, just-in-time manufacturing, logistics planning, shipping and delivery management, transportation, quality control, resource estimation and allocation, and budgeting. Graduates will demonstrate measurable competencies in each of these areas. Students will earn college-issued stackable credentials upon completion of each semester, and a certificate upon completion of the program. Program graduates will also earn two industry-recognized credentials issued by the Manufacturing Skills Standards Council (MSSC): Certified Logistics Associate (CLA) and Certified Logistics Technician (CLT).

Objective I. Provide students with a broad range of learning experiences that develop measurable competencies, which will assist them in gaining employment in the diverse field of Logistics.

Objective II. Incorporate Manufacturing Skills Standards Council (MSSC) curriculum and testing into existing program content so students are prepared to earn the Certified Logistics Associate (CLA) and Certified Logistics Technician (CLT).

Objective III. Provide students with instruction leading to the development of measurable soft skills identified by industry as vital for success in the workplace.

Objective IV. Ensure a minimum of 70 percent of program graduates demonstrate competencies needed to earn one (1) MCCS certification.

Objective V. Ensure a minimum of 50 percent of program graduates demonstrate competencies needed to earn two (2) MCCS certifications.

Objective VI. Increase in-field employment opportunities and placements for eligible graduates who successfully obtain one or more MSSC certification.

Role: The proposed program is within the instructional role for Ingram State Technical College (ING).

Mode of Delivery: Instruction will be delivered via traditional classroom only.

Similar Programs: Shelton State Community College has the C/AAS in Logistics/Supply Chain Management located at CIP 52.0203.

Collaboration: ING is the sole mandated provider of career technical education to incarcerated individuals under the control of the Alabama Department of Corrections at facilities across the state including but not limited to Julia Tutwiler Prison for Women where the program will be offered. Furthermore, this is an expansion of an established program requiring no additional investment of resources or additional personnel to implement.

Licensure: Licensure is not required for the proposed certificate program.

Resources: No new funds will be needed for the program in the first five years, and \$0 will be available through tuition or internal reallocation.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed long certificate will expand on the current 29-hour Short-Term Certificate in Logistics and Supply Chain Technology at ING. The purpose of the long certificate is to provide students with additional learning opportunities, which will prepare them to acquire industry recognized Manufacturing Skills Standards Council (MSSC) credentials and enhance their opportunities to obtain employment in field.
2. ING is the sole mandated provider of career technical education to incarcerated individuals under the control of the Alabama Department of Corrections at facilities across the state. ING offers programs and services at the following correctional facilities: Frank Lee (ING main campus), Draper, Stanton, Tutwiler, Elmore, Kilby, Red Eagle, Donaldson, and Columbiana.

DECISION ITEM ING-3: Ingram State Technical College, Certificate in Logistics and Supply Chain Technology (CIP 52.0203)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Certificate in Logistics and Supply Chain 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 December 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 15, 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 35, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
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.

Ingram State Technical College (ING) 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 Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Ingram State Technical College proposal, dated September 7, 2017. Available upon request.

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

Attachment 1

INSTITUTION Ingram State Technical College

PROGRAM Certificate in Logistics and Supply Chain Technology (CIP 52.0203)

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	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	45	45	45	48	48	46
NEW ENROLLMENT HEADCOUNT	21	11	11	15	15	15
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	34	34	34	36	35

Attachment 3

**ING
Certificate in
Logistics and Supply Chain Technology**

Semester	Course #	Course Name	Cr. Hours
1	LGT106	Workplace Essentials	3
	LGT108	Introduction to Logistics	3
	LGT110	Warehouse Operations I	3
	DPT100	Introductory Computer Skills I	3
		<i>Eligible for Short Term Certificate (STC) – Warehouse Operations I</i>	
2	LGT111	Warehouse Operations II	3
	LGT137	Warehouse Management	3
	LGT210	Quality Improvement	3
	MAH101	Introductory Mathematics I	3
		<i>Eligible for Short Term Certificate (STC) – Warehouse Operations II</i>	
3	LGT114	Supply Chain Fundamentals	3
	LGT120	Materials Management	3
	LGT132	Physical Distribution Systems	3
	SPC103	Oral Communications Skills	3
		<i>Eligible for Short Term Certificate (STC) – Logistics Operations I</i>	
4	LGT115	Purchasing in Logistics	3
	LGT127	Regulatory Compliance	3
	LGT271	Supply Chain Analytics	3
	ENG100	Vocational Technical English I	3
		<i>Eligible for Certificate (COC) – Logistics & Supply Chain Technology</i>	
		Total Hours Required for Certificate	48

DECISION ITEM SOU-1: Southern Union State Community College, Associate in Applied Science In Physical Therapy Assistant (CIP 51.0806)

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 Physical Therapy Assistant (PTA) program will prepare individuals, under the supervision of a physical therapist, to implement physical therapy treatment care plans, train patients, conduct treatment interventions, use equipment, and observe and record patient progress. Includes instruction in applied anatomy and physiology, applied kinesiology, principles and procedures of physical therapy, basic neurology and orthopedics, physical therapy modalities, documentation skills, psychosocial aspects of health care, wound and injury care, electrotherapy, working with orthotics and prostheses, and personal and professional ethics.

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

Mode of Delivery: Delivery strategies will primarily include the conventional classroom methods of lecture, interactive activities, and discussion. Students will be engaged in laboratory experiences including skills demonstrations and simulations. While distance learning will not be utilized initially in the PTA courses, SOU will explore opportunities to utilize instructional technology, including distance learning, in the delivery of some course content. General education courses are offered in the traditional classroom settings, hybrid, or via distance education formats.

Similar Programs: The following institutions all have AAS programs in Physical Therapy Assistant located at CIP 51.0806: Bishop State Community College, Calhoun Community College, Jefferson State Community College, Wallace Community College (Dothan), and Wallace State Community College (Hanceville). Reid State Technical College has an Associate in Applied Technology program at that same CIP code.

Collaboration: According to SOU officials, no similar programs are offered by institutions in the Alabama Community College System in the eastern part of the state within 114 miles. Wallace State Community College (Hanceville), Calhoun Community College, Bishop State Community College, and Jefferson State Community College have PTA programs, but are greater than 100 miles away from SOU. Due to the PTA Accrediting Agency, the Commission on Accreditation in Physical Therapy Education (CAPTE) guidelines, program collaboration across the state would not be feasible.

Licensure: National Licensure for PTA graduates is available through the National Board of Physical Therapy Examination (NPTE), which is the standardized test taken by all graduates. The national pass rate for the PTA-NPTE test was 85 percent in 2016. The cost of the exam is \$485 (effective 1/1/2018) to apply online, \$540 for paper application, and \$50 for jurisprudence examination.

Resources: A total of \$1,053,000 in new funds will be needed for the program in the first five years, and a total of \$1,551,842 will be available through internal reallocations, extramural funds, and tuition.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Students who successfully complete the program will be eligible to take the National Physical Therapy Examination (NPTE). An AAS program is not a requirement for state licensure, but is a requirement for national licensure, and only graduates from accredited programs are eligible to sit for the exam. For this reason, SOU will seek accreditation of the program through the Commission on Accreditation of Physical Therapy education (CAPTE) of the Physical Therapy Association (APTA).
2. According to the U.S. Department of Labor, employment of PTA's is expected to grow 41 percent from 2014 to 2024, much faster than the average for all occupations. Demand for Physical Therapy services is expected to increase in response to the health needs of an aging population, particularly the large baby-boom generation.
3. SOU received letters of support from the following healthcare facilities: Alacare Home Health and Hospice, East Alabama Medical Center, and Total Rehab in support of the proposed Physical Therapy Assistant program.
4. According to SOU, the college receives numerous phone calls per week inquiring about a PTA program. Additionally, the number of students applying to other health sciences programs over the last four years was reviewed. The following table reflects approximately 300-400 students are turned away from health sciences programs each year.

Applicants Not Admitted to Southern Union Health Sciences Programs

YEAR	HEALTH SCIENCE PROGRAMS				
	RN	LPN	RAD	SUR Tech	EMS
2013-14	342	13	60	24	4
2014-15	287	20	53	9	15
2015-16	300	25	30	16	19
2016-17	376	3	39	12	20

DECISION ITEM SOU-1: Southern Union State Community College, Associate in Applied Science in Physical Therapy Assistant (CIP 51.0806)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Physical Therapy Assistant.

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

Implementation Date: The proposed program will be implemented January 2019. Based on Commission policy, the proposed program must be implemented by December 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 four years will be at least 15, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2023-24 (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.
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, 2024.

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 September 7, 2017. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

INSTITUTION Southern Union State Community College

PROGRAM Associate in Applied Science in Physical Therapy Assistant (CIP 51.0806)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
FACULTY	\$170,000	\$190,000	\$200,000	\$205,000	\$210,000	\$975,000
LIBRARY	\$1,000	\$500	\$500	\$500	\$500	\$3,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$25,000	\$15,000	\$15,000	\$10,000	\$10,000	\$75,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$196,000	\$205,500	\$215,500	\$215,500	\$220,500	\$1,053,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
INTERNAL REALLOCATIONS	\$176,000	\$176,000	\$176,000	\$176,000	\$176,000	\$880,000
EXTRAMURAL	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000	\$45,000
TUITION	\$36,400	\$94,500	\$143,730	\$165,138	\$187,074	\$626,842
TOTAL	\$217,400	\$280,500	\$329,730	\$351,138	\$373,074	\$1,551,842

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2019-20	2020-21	2021-22	2022-23	2023-24	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	0	10	15	17	19	15
NEW ENROLLMENT HEADCOUNT	0	10	15	17	19	15
						4-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	0	7	11	12	14	11

Attachment 3

**Southern Union State Community College
Associate in Applied Science in
Physical Therapy Assistant**

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
Humanities elective (3 hours)

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

Courses
MTH 100-or higher level math (3 hours) Intermediate College Algebra
BIO 201 (4 hours) Anatomy & Physiology I
BIO 202 (4 hours) Anatomy & Physiology II

Area IV: History, Social, and Behavioral Sciences (6 hours total)

Courses
PSY 200 (3 hours) General Psychology
PSY 210 (3 hours) Growth and Development

APPENDIX A (CONT.)

Area V: Pre-Professional, Major, and Elective Courses (40 hours total)

Courses
PTA 220 (3 hours) Functional Anatomy and Kinesiology
PTA 222 (2 hours) Functional Anatomy and Kinesiology Lab
PTA 250 (4 hours) Therapeutic Procedures I
PTA 252 (2 hours) Physical agents and Therapeutic Skills
PTA 202 (2 hours) PTA Communication Skills
PTA 240 (2 hours) Physical Disabilities I
PTA 241 (2 hours) Physical Disabilities II
PTA 251 (4 hours) Therapeutic Procedures II
PTA 230 (2 hours) Neuroscience
PTA 231 (2 hours) Rehabilitation Techniques
PTA 232 (2 hours) Orthopedics for the PTA
PTA 260 (1 hour) Clinical Education I
PTA 200 (2 hour) Physical Therapy Issues and Trends
PTA 201 (2 hours) Physical Therapy Assistant Seminar
PTA 263 (3 hours) Clinical Affiliation I (135 clinical hours)
PTA 268 (5 hours) Clinical Practicum (225 clinical hours)

Total Hours Required for Degree: 66

DECISION ITEM TRE-1: Trenholm State Community College, Associate in Applied Science in Nursing – ADN (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 Objectives:

Objective 1: Provide employers with a pool of qualified, highly trained healthcare workers who are able to execute a variety of skills in the field of registered nursing.

Objective 2: Provide students with the support and materials needed to succeed in the field of registered nursing.

Objective 3: Graduate students with the ability to demonstrate the knowledge base (cognitive domain) in order to succeed in the field of registered nursing.

Objective 4: Graduate students with the ability to demonstrate clinical proficiency (psychomotor domain) in order to succeed in the field of registered nursing.

Objective 5: Graduate students with the ability to demonstrate behavioral skills needed to succeed in the field of registered nursing.

Objective 6: Develop graduates who will successfully meet the entry-level expectations of diverse employers in the field of registered nursing.

Objective 7: Demonstrate proficiency by which at least 80 percent of program graduates will successfully pass the NCLEX-RN on their first attempt within 6 months of completion of program.

Objective 8: Demonstrate program success through a minimum of 80 percent response rate to an employer survey to gauge satisfaction with the program.

Objective 9: Demonstrate sustainability of program by which at least 80 percent of graduates will be employed in field within one year of graduation.

Objective 10: Obtain accreditation of the RN program through the Accreditation Commission for Education in Nursing within 5 years of implementation of program.

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

Mode of Delivery: Many of the general education courses required for the program have an on-line offering available to students. The concept-based curriculum will be taught in a traditional face-to-face delivery style with clinical and laboratory components.

Similar Programs: The Nursing-(Associate Degree Nursing) program is located at all two-year institutions except the following: Enterprise State Community College, Ingram State Technical College, Marion Military Institute, and Reid State Community College.

Collaboration: There are no plans to collaborate at this time.

Licensure: According to TRE's application, all of the United States, the District of Columbia, and U.S. territories require registered nurses to have a license to practice. Graduates of an approved nursing program are eligible to sit for the National Council Licensure Examination (NCLEX-RN) and must pass to obtain licensure to practice. The examination is administered by The National Council of State Boards of Nursing (NCSBN).

The objective will be that at least 80 percent of program graduates will successfully pass the NCLEX-RN on their first attempt within 6 months of completion of program.

Clinical Sites: According to TRE, potential clinical sites for the Nursing program are as follows: Crowne Health Care of Montgomery, Cedar Crest Nursing Home, Baptist Medical Center South, Baptist Medical Center East, Jackson Hospital, Woodley Manor Health and Rehabilitation, Capitol Hill Healthcare Center, Hillview Terrace Nursing Facility, Noland Hospital, and HealthSouth Rehabilitation Hospital Montgomery.

Resources: A total of \$1,241,119 in estimated new funds will be needed for the program in the first five years, and a total of \$1,241,119 will be available through internal reallocation, extramural funds, and tuition.

Public Review: The program was posted on the Commission website from October 19 until November 8 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. Courses completed at TRE will transfer to public four-year colleges and universities within Alabama via the Statewide Transfer Articulation and Reporting System (STARS) network.
2. According to the Alabama Department of Industrial Relations Department of Labor, growth projections for the State of Alabama for Registered Nurses indicates an increase from 46,000 in 2014 to 53,000 in 2014. Over this ten-year period, this represents an average of 665 new job openings annually.

DECISION ITEM TREN-1: Trenholm State Community College, Associate in Applied Science in Nursing-ADN (CIP 51.3801)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: That the Commission approve the proposed Associate in Applied Science in Nursing –ADN.

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

Implementation Date: The proposed program will be implemented January 2019. Based on Commission policy, the proposed program must be implemented by December 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 four years will be at least 18, based on the proposal.
2. That the annual average number of graduates for the period 2021-22 through 2023-24 (three-year average) will be at least 13, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment.
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.

Trenholm State Community College (TRE) 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 January 1, 2024.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Curriculum for Proposed Program, attached.
3. Trenholm State Community College proposal, dated August 7, 2017. Available upon request.

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

Attachment 1

INSTITUTION Trenholm State Community College

PROGRAM Associate in Applied Science in Nursing-ADN (CIP 51.3801)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
FACULTY	<u>\$21,989</u>	<u>\$199,695</u>	<u>\$199,695</u>	<u>\$288,870</u>	<u>\$288,870</u>	<u>\$999,119</u>
LIBRARY	<u>\$15,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$19,000</u>
FACILITIES	<u>\$0</u>	<u>\$10,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10,000</u>
EQUIPMENT	<u>\$32,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$100,000</u>	<u>\$132,000</u>
STAFF	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OTHER	<u>\$1,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$20,000</u>	<u>\$81,000</u>
TOTAL	<u>\$69,989</u>	<u>\$230,695</u>	<u>\$220,695</u>	<u>\$309,870</u>	<u>\$409,870</u>	<u>\$1,241,119</u>

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
INTERNAL REALLOCATIONS	<u>\$0</u>	<u>\$7,720</u>	<u>\$61,905</u>	<u>\$225,380</u>	<u>\$217,050</u>	<u>\$512,055</u>
EXTRAMURAL	<u>\$69,989</u>	<u>\$178,350</u>	<u>\$89,175</u>	<u>\$0</u>	<u>\$100,000</u>	<u>\$437,514</u>
TUITION	<u>\$0</u>	<u>\$44,625</u>	<u>\$69,615</u>	<u>\$84,490</u>	<u>\$92,820</u>	<u>\$291,550</u>
TOTAL	<u>\$69,989</u>	<u>\$230,695</u>	<u>\$220,695</u>	<u>\$309,870</u>	<u>\$409,870</u>	<u>\$1,241,119</u>

ENROLLMENT AND DEGREE COMPLETION PROJECTIONS

	2019-20	2020-21	2021-22	2022-23	2023-24	5-YEAR AVERAGE
TOTAL HEADCOUNT ENROLLMENT	<u>0</u>	<u>15</u>	<u>30</u>	<u>35</u>	<u>40</u>	<u>30</u>
NEW ENROLLMENT HEADCOUNT	<u>0</u>	<u>15</u>	<u>15</u>	<u>20</u>	<u>20</u>	<u>18</u> 3-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	<u>0</u>	<u>0</u>	<u>12</u>	<u>12</u>	<u>15</u>	<u>13</u>

Attachment 2

**Trenholm State Community College
Associate in Applied Science in
Nursing-ADN**

	Course #	Course Name	Semester Hours
Semester	MTH 100	Intermediate College Algebra or higher	3
	BIO 201*	Human Anatomy & Physiology I	4
	NUR 112	Fundamental Concepts of Nursing	7
		Eligible to take Nursing Assisting Certification-Certified Nursing Assistant	
Semester 11	ENG 101	English Composition	3
	BIO 202	Human Anatomy & Physiology II	4
	PSY 210	Human Growth and Development	3
	NUR 113	Nursing Concepts I	8
Semester 111	SPH 106 Or SPH 107	Fundamentals of Oral Communication or	3
		Fundamentals of Public Speaking	
	NUR 114	Nursing Concepts	8
	NUR 115	Evidence Based Clinical Reasoning	2
		Eligible for Certificate to take licensure exam for practical nurse (NCLEXPN) — Licensed Practical Nurse LPN	
Semester	BIO 220	General Microbiology	4
	NUR211	Advanced Nursing Concepts	7
Semester		Humanities Elective	3
	NUR 221	Advanced Evidence-Based Clinical Reasoning	7
		Eligible for AAS in Nursing	
		Total credit hours	66

DECISION ITEM J: Extensions/Alterations to Existing Programs of Instruction

Staff Presenter: Margaret Pearson
Academic 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 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
December 8, 2017

(1) Alabama A&M University, Addition of a Concentration in General Music to the Existing BM in Music (CIP 50.0901)

Alabama A&M University (AAM) has the BM in Music at CIP 50.0901 in the Commission's Academic Program Inventory. AAM has proposed the addition of a Concentration in General Music to the existing program. The program with the concentration will require a total of 120 semester hours. The concentration will consist of 21 semester hours. **Budgetary Impact: None.** [Item prepared by M. Pearson]

(2) University of Alabama at Birmingham, Addition of a Concentration in Cybersecurity Management to the Existing BS in Management Information Systems (CIP 52.1201)

University of Alabama at Birmingham (UAB) currently has the Bachelor of Science (BS) in Management Information Systems at CIP 52.1201 in the Commission's Academic Program Inventory. UAB has proposed the addition of a Concentration in Cybersecurity Management to the existing program. The program with the proposed concentration will require a total of 120 semester hours. The proposed concentration will consist of 12 semester hours each. **Budgetary Impact: None.** [Item prepared by M. Pearson]

(3) University of Alabama at Birmingham, Addition of a Concentration in Exercise Bioenergetics to the Existing BSEd in Kinesiology (CIP 13.1314)

University of Alabama at Birmingham (UAB) currently has the Bachelor of Science in Education in Kinesiology at CIP 13.1314 in the Commission's Academic Program Inventory. UAB has proposed the addition of a Concentration in Exercise Bioenergetics to the existing program. The program with the proposed concentration will require a total of 121 semester hours. The proposed concentration will consist of 23 semester hours. **Budgetary Impact: None.** [Item prepared by M. Pearson]

(4) University of Alabama at Birmingham, Addition of an Option in Environmental and Occupational Health to the Existing MPH in Public Health (CIP 51.2201)

University of Alabama at Birmingham (UAB) currently has the Master of Public Health (MPH) in Public Health at CIP 51.2201 in the Commission's Academic Program Inventory. UAB has proposed the addition of an Option in Environmental and Occupational Health to the existing program. The program with the proposed option will require a total of 43 semester hours. The proposed option will consist of 23 semester hours. **Budgetary Impact: None.** [Item prepared by M. Pearson]

(5) University of North Alabama, Addition of an Option in Chemical Engineering Technology to the Existing BS in Engineering Technology (CIP 15.0000)

University of North Alabama (UNA) has the BS in Engineering Technology at CIP 15.0000 in the Commission's Academic Program Inventory. UNA has proposed the addition of a Concentration in Chemical Engineering Technology to the existing program. The program with the concentration will require a total of 120 semester hours. The concentration entails 36 semester hours. **Budgetary Impact: None.** [Item prepared by M. Pearson]

(6) Troy University, Addition of a Nursing Leadership Track to the Existing DNP in Nursing (CIP 51.3802)

Troy University (TROY) has the DNP in Nursing at CIP 51.3802 in the Commission's Academic Program Inventory. TROY has proposed the addition of a Nursing Leadership Track to the existing program. The

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program with the track will require a total of 65-69 semester hours. The track will consist of 15 semester hours. **Budgetary Impact: None.** [Item prepared by M. Pearson]

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INFORMATION ITEM 1: Implementation of Approved Programs

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Commission guidelines state that a new program should be implemented in accordance with the timeline presented in the proposal. They further state that any institution having an approved program must notify the Commission in writing when the program is implemented (that is, when the institution has admitted the first student or students into the program). The institution also must notify the Commission in writing if the stated date or academic term of implementation changes. If the program is not implemented within 24 months of the date of approval, regardless of whether the Commission has been notified of the delay, the approval will expire, and the program will be removed from the Commission's Academic Program Inventory. Once an approval has expired, an institution must submit a new program proposal and receive Commission approval of the new proposal in order to offer the program.

Programs Implemented: In accordance with these guidelines, the following institutions have sent notification that the programs listed have been implemented.

Athens State University

Program: Bachelor of Science in Information Technology, BS, CIP 11.0103

Approval date: June 10, 2016

Implementation date: August 2017 (on schedule)

Post-implementation report date: September 1, 2022

Program: Master of Education in Career and Technical Education, MEd, CIP 13.1319

Approval date: June 10, 2016

Implementation date: August 2017 (delayed)

Post-implementation report date: September 1, 2022

University of Alabama at Birmingham

Program: Bachelor of Science in Medical Sociology, BS, CIP 45.1101

Approval date: December 9, 2016

Implementation date: August 2017 (on schedule)

Post-implementation report date: September 1, 2022

Program: Master of Social Work in

Clinical/Medical Social Work, MSW, CIP 51.1503

Approval date: June 10, 2016

Implementation date: August 2017 (on schedule)

Post-implementation report date: September 1, 2022

Program: Master of Science in Instructional
Design and Development, MS, CIP 13.0301
Approval date: December 9, 2016
Implementation date: August 2017 (delayed)
Post-implementation report date: September 1,
2022

Program: Bachelor of Science in Genetics and
Genomic Sciences, BS, CIP 26.0801
Approval date: September 9, 2016
Implementation date: August 2017 (delayed)
Post-implementation report date: September 1,
2022

Program: Bachelor of Science in Immunology,
BS, CIP 26.0507
Approval date: June 10, 2016
Implementation date: August 2017 (delayed)
Post-implementation report date: September 1,
2022

Programs Not Implemented:

Commission approval has expired for the following
programs that were not implemented by the
implementation deadline.

None.

Supporting Documentation:

"Guidelines on Implementation of a New Program,"
adopted by the Commission on October 12, 2001,
revision approved on September 23, 2005.
Available upon request.

INFORMATION ITEM 2:

Summary of Post-Implementation Reports

Staff Presenter:

Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

For information only.

Background:

Programs that met post-implementation conditions:

- Alabama A&M University, Program: Bachelor of Science in Construction Management (CIP 15.1001)
- Alabama State University, Program: Master of Science in Prosthetics and Orthotics (CIP 51.2307)
- Alabama State University, Program: Bachelor of Science in Rehabilitation Services (CIP 51.2399)
- Alabama State University, Program: Master of Science in Applied Technology (CIP 11.1099)
- Jacksonville State University, Program: Doctor of Science in Emergency Management (CIP 44.9999)
- Jacksonville State University, Program: Master of Fine Arts in Visual Communication and Design (CIP 50.0401)
- Troy University, Program: Master of Accountancy (MAcc) in Accountancy (CIP 52.0301)
- Troy University, Program: Bachelor of Arts / Bachelor of Science in Anthropology (CIP 45.0201)

Program that did not meet post-implementation conditions: None.

Supporting Documentation:

1. Unpublished post-implementation reports submitted by the institutions. Available upon request.
2. "Summary of Reports on Post-Implementation Conditions," attached.

**Summary of Reports on Post-Implementation Conditions
[Listed by Institution]**

Meeting Conditions:

Alabama A&M University (2017 Report) *[Third report]*

- Program: Bachelor of Science in Construction Management (CIP 15.1001)

Approved by Commission: September 21, 2007

Proposed Implementation Date: January 2008

Actual Implementation Date: August 2008

Post-Implementation Conditions:

1. That the average number of graduates for the academic years 2015-16 through 2016-17 (two-year average) will be at least 8 based on the proposal.

Bachelor of Science in Construction Management (CIP 15.1001)	Average Number of Graduates, 2015-16 and 2016-17
Required	8
Reported	12

Condition 1. The program did meet the graduation post-implementation requirement.

All other conditions had been previously met.

More specifically, the initial post-implementation report was submitted in December 2013. During this review period, the program did not meet post-implementation conditions for enrollments and graduates. The program did meet conditions for related employment and the submission of an overall assessment of the program. The second post-implementation report, submitted in September 2015, indicated that the number of enrollees was exceeded (required 14, attained/reported 25); however, the graduates condition was again not met.

All post-implementation conditions for this program are now met.

Meeting Conditions:

Alabama State University (2017 Report)

- Program: Master of Science in Prosthetics and Orthotics (MSPO) (CIP 51.2307)

Approved by Commission: March 11, 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 7, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 through 2016-17 (four-year average) will be at least 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 be provided regarding accreditation of the program and the licensure of graduates.
5. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Program: Master of Science in Prosthetics and Orthotics (CIP 51.2307)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates, 2013-14 through and 2016-17	Percentage of Graduates Employed in The Field
Required	7	5	75%
Reported	8	7	96%

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-six percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The program received its initial accreditation on March 21, 2014, and is fully accredited by the National Commission on Orthotic and Prosthetic Education (NCOPE) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Licensure passage rates for those program graduates that completed their residencies were also provided.

Condition 5: Several assessment measures show that the assessment condition has been met. The assessment results indicate that the students are being prepared to meet the needs of the local and more global community regarding the aims and objectives of this program.

Meeting Conditions:

Alabama State University (2017 Report)

- Program: Bachelor of Science in Rehabilitation Services (CIP 51.2399)

Approved by Commission: March 12, 2010

Proposed Implementation Date: August 2010

Actual Implementation Date: August 2010

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2012-13 will be at least 21, based on the proposal.
2. That the average number of graduates for the academic years 2012-13 through 2016-17 (five-year average) will be at least 8 based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Science in Rehabilitation Services (CIP 51.2399)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates, 2012-13 through and 2016-17	Percentage of Graduates Employed in The Field
Required	21	8	75%
Reported	180	60	76%

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: Seventy-six percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: Multiple measures are provided that indicate that the assessment condition as related to the program objectives has been met. The Council on Rehabilitation Education (CORE) re-affirmed the program's accreditation on October 2015 for an eight-year period through 2023.

Meeting Conditions:

Alabama State University (2017 Report)

- Program: Master of Science in Applied Technology (CIP 11.1099)

Approved by Commission: March 12, 2010

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 10, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 through 2016-17 (four-year average) will be at least 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 Science in Applied Technology (CIP 11.1099)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates, 2013-14 through and 2016-17	Percentage of Graduates Employed in The Field
Required	10	5	75%
Reported	16	8	85%

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: Eighty-five percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: The assessments indicate the condition as related to the program goals has been met. The program further notes that students also attended various technological seminars and presentations to gain a broader range of experiences.

Meeting Conditions:

Jacksonville State University (2017 Report) [*Second report*]

- Program: Doctor of Science in Emergency Management (CIP 44.9999)

Approved by Commission: June 18, 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the average number of graduates for the academic year 2016-17 (one-year) will be at least 3 based on the proposal.

Doctor of Science in Emergency Management (CIP 44.9999)	Average Number of Graduates, 2016-17
Required	3
Reported	4

The program had previously not meet post-implementation conditions for graduates. The conditions were met for enrollments, employment, the submission of an overall assessment of the program, annual reporting of the number of new students enrolled in the program and the state of residence of each new student, as well as annual employment placement information for each graduate. That post-implementation report was formally filed with the Commission on October 18, 2016.

Condition 1: The program did meet the graduation post-implementation requirement.

All post-implementation conditions for this program are now met.

Meeting Conditions:

Jacksonville State University (2017 Report) [Second report]

- Program: Master of Fine Arts in Visual Communication and Design (CIP 50.0401)

Approved by Commission: March 12, 2010

Proposed Implementation Date: August 2011

Actual Implementation Date: August 2011

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for 2016-17 will be at least 5, based on the proposal.
2. That the average number of graduates for the academic year 2016-17 (one-year) will be at least 4 based on the proposal.

Master of Fine Arts in Visual Communication and Design (CIP 50.0401)	Average New Enrollment Headcount, 2016-17	Average Number of Graduates, 2016-17
Required	5	4
Reported	5*	5

*Further, an additional (sixth) student was admitted to the MFA program.

The program did not meet post-implementation conditions for graduates or enrollments. The conditions were met for employment, and the submission of an overall assessment of the program. Additionally, as a condition, information was provided regarding the progress of the accreditation of the program by the National Association of Schools of Art and Design (NASAD). NASAD conducted a site visit in the Spring 2016, and found that the JSU MFA is in compliance with the NASAD standards and regulations. That post implementation report was formally filed with the Commission on October 19, 2016.

Condition 1: The enrollment count benchmark was met.

Condition 2: The program did meet the graduation post-implementation requirement.

All post-implementation conditions for this program are now met.

Meeting Conditions:

Troy University (2017 Report)

- Program: Master of Accountancy (MAcc) in Accountancy (CIP 52.0301)

Approved by Commission: June 8,, 2012

Proposed Implementation Date: August 2012

Actual Implementation Date: August 2012

Post-Implementation Conditions:

5. That the annual average new enrollment headcount for the first five years, beginning in 2012-13 will be at least 15, based on the proposal.
6. That the average number of graduates for the academic years 2012-13 through 2016-17 (five-year average) will be at least 10 based on the proposal.
7. 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.
8. 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 Accountancy (MAcc) in Accountancy (CIP 52.0301)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates, 2012-13 through and 2016-17	Percentage of Graduates Employed in The Field
Required	15	10	75%
Reported	16	16	84%

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: Eighty-four percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: Multiple measures (i.e., application knowledge, ethics assessment, analytical/ problem solving skills) of the student learning outcomes indicate that the assessment condition has been met.

Meeting Conditions:

Troy University (2017 Report)

- Program: Bachelor of Arts / Bachelor of Science in Anthropology (CIP 45.0201)

Approved by Commission: December 9, 2011

Proposed Implementation Date: August 2012

Actual Implementation Date: August 2012

Post-Implementation Conditions:

9. That the annual average new enrollment headcount for the first five years, beginning in 2012-13 will be at least 14, based on the proposal.
10. That the average number of graduates for the academic years 2014-15 through 2016-17 (three-year average) will be at least 8 based on the proposal.
11. 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.
12. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

Bachelor of Arts / Bachelor of Science in Anthropology (CIP 45.0201)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates, 2014-15 through and 2016-17	Percentage of Graduates Employed in The Field
Required	14	8	75%
Reported	37	10	80%

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

Condition 2: The program did meet the graduation post-implementation requirement.

Condition 3: Eighty percent of the graduates were successful in acquiring related employment or were continuing their education.

Condition 4: Multiple measures of the student learning outcomes indicate that the assessment condition has been met. Three major program objectives, entailing nine student learning outcomes, served as a focus of the assessments.

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.

Calhoun Community College

<u>Field of Study</u>	<u>CIP Code</u>
Medical Laboratory Assistant	51.1004

Bishop State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Structural Welding	48.0508

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.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, December 8, 2017

A. Program Inventory Deletions

Institutions may voluntarily elect to delete program entries/awards from the Commission's Academic Program Inventory. However, institutions understand that these programs/awards cannot be reinstated to the Academic Program Inventory in the future without undergoing the regular process for new program review and approval.

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	01.1102	Agronomy and Soils , BS <u>Crop and Soil Sciences</u>
Troy University	42.2803	Counseling and Psychology , MS <u>Counseling</u>
University of Alabama at Birmingham	11.0101	Computer and Information Sciences , BA/BS <u>Computer Science</u>
	11.0101	Computer and Information Science , MS <u>Computer Science</u>
	11.0101	Computer and Information Science , PhD <u>Computer Science</u>
	14.1001	Electrical Engineering , MSEE <u>Electrical and Computer Engineering, MSECE</u>

C. Programs Placed on Inactive Status

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:

Auburn University

Graduate Certificate in Restoration Ecology

The certificate consists of 15-credit hours and is designed to help those interested in natural resource management with training in restoration ecology giving them the tools to better manage natural resources, while also advancing their careers. The certificate is designed to (1) provide graduate level education to those seeking advanced training in managing natural resources and (2) provide skill sets to enable students to continue graduate education, if they so desire.

Graduate Certificate in Forest Finance and Investment

The 15-credit hour certificate is designed to (1) provide graduate level education to those seeking advanced training in managing natural resources and (2) provide skill sets to enable students to continue graduate education, if they so desire. The certificate will also to help those interested in natural resource management with training in restoration ecology giving them the tools to better manage natural resources, while also advancing their careers.

Troy University

Graduate Certificate in Rehabilitation and Deaf/Hard-of-Hearing Studies

The 15 credit-hour graduate certificate is designed to provide rehabilitation counseling students with knowledge about the principles of deaf culture and the skills needed to apply medical and psychological techniques to counseling with individuals who are deaf or hard-of-hearing.

University of Alabama at Birmingham

Graduate Certificate in Public Management

The purpose of the proposed 15-credit hour graduate certificate in Public Management is to provide skills and insights necessary to plan and manage public organizations. The certificate is geared towards professionals who are seeking upward mobility within their organizations, and students seeking to enter the workforce at the local, state, and federal level.

University of Alabama in Huntsville

Undergraduate Certificate in World Language and Cultures Global Professional Pathways

The addition of the proposed 16 credit-hour certificate in Global Professional Pathways will help students develop sufficient competency and confidence in a foreign language to the level of a marketable skill, enhancing the students' career opportunities.

Graduate Certificate in History Comparative Cultures and Conflicts

The proposed 15-credit hour graduate certificate will serve as a conduit for either professional development for those currently working in civilian and military careers that require them to interact with international customers, or as a discriminator for those seeking employment when an understanding of global issues would be beneficial. The certificate seeks to enhance the viability of the local workforce enabling it to engage successfully with international customers and the allies and partners of the United States government.

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: Implementation of Distance Education Programs

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Commission policy states that academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation.

In compliance with the Commission's policy on distance education, the following institutions have reported plans to implement the distance education programs listed.

University of North Alabama:

Criminal Justice, BS/BA – CIP 43.0103
History, BS/BA, MA – CIP 54.0101

- Supporting Documentation:
1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-3-.04. Available upon request.
 2. Written unpublished documentation provided by the institutions. Available upon request.

INFORMATION ITEM 7: Change in the Name and Establishment of Centers and Departments

Staff Presenter: 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), 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.

Supporting Documentation:

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 West Alabama, School of Health Sciences and Human Performance within the College of Natural Sciences and Mathematics.

B. Unit Name Changes

- University of Alabama at Birmingham, Department of Government to the Department of Political Science and Public Administration
- University of Alabama, Department of Chemistry to the Department of Chemistry and Biochemistry

INFORMATION ITEM 8: Annual Off-Campus Site Follow-Up Report for Academic Year 2016-2017

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Annual off-campus site follow-up reports (fall 2016 through summer 2017) were collected from 2-year and 4-year institutions on October 2, 2017. The following institutions submitted reports:

2-year: Bevill State Community College
Calhoun State Community College
Central Alabama Community College
Drake State Community & Technical College
Enterprise State Community College
Gadsden State Community College
Ingram State Technical College
Jefferson State Community College
Lawson State Community College
Northeast Alabama Community College
Northwest-Shoals Community College
Shelton State Community College
Snead State Community College
Southern Union State Community College
Trenholm State Community College
Wallace State Community College (Dothan)
Wallace State Community College (Hanceville)

4-year: Alabama A&M University
Athens State University
Auburn University
Auburn University at Montgomery
Jacksonville State University
Troy University
University of Alabama
University of Montevallo
University of South Alabama

A total of 26 (68 percent) of 38 institutions deliver off-campus instruction. There are 17 (71 percent) of 24 two-year colleges delivering off-campus instruction; 9 (64 percent) of 14 universities deliver off-campus instruction. Currently there are a total of 121 approved sites offering courses; 45 two-year sites (37 percent) and 38 university sites (31 percent).

In addition, there are a total of 83 active sites offering off-campus instruction with a total of 38 approved sites not offering off-campus courses at this time.

Supporting Documentation:

1. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

INFORMATION ITEM 9:

The University of North Alabama, Addition of a Traditional and a Alternative Class A Teaching Certificate in Family and Consumer Sciences to the Existing M.A.Ed. in Secondary Education, CIP 13.1205

Staff Presenter:

Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

For information only.

Background:

The University of North Alabama has notified the Commission that that it is in the process of obtaining approval from the State Department of Education to begin offering a certification option in Family and Consumer Sciences under the existing M.A. in Ed. Secondary Education. This concentration will be reported under CIP 13.1205, Secondary Education and Teaching.

The Class A Traditional program will require 33 semester hours and the Alternative Class A program will require 45 semester hours.

According to the Commission's operational definitions, new teacher certification programs are exempt from Commission review and approval but are required to be submitted to the Commission as information items. No entry will be added to the Commission's Academic Program Inventory as a result of the SDE approval of this new teacher education certificate. If a certification approved by SDE requires the addition of a new degree program, which will be added to the Commission's Inventory, and identified in the institution's catalog or other publications, Commission review and approval as a new academic program is required.

Supporting Documentation:

1. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.03. Available upon request.
2. Written unpublished documentation provided by the institution. Available upon request.

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