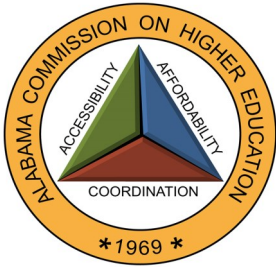


Alabama Commission on Higher Education
RSA Union Building, 100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
Fax: 334-242-0268
Website: www.ache.edu

COMMISSION MEETING
Public Service Commission Hearing Room
RSA Union Building, 9th floor
100 North Union Street
Montgomery, AL 36104

June 7, 2019
10:00 a.m.



ALABAMA COMMISSION ON HIGHER EDUCATION

AGENDA

Executive Committee

June 7, 2019

9:45 a.m.

- I. Call to Order
 - II. Roll Call of Members and Determination of Quorum
 - III. Approval of Agenda
 - IV. Approval of Minutes of March 15, 2019
 - V. Adjournment
-

**ALABAMA COMMISSION ON HIGHER EDUCATION
EXECUTIVE COMMITTEE**

**MINUTES OF MEETING
March 15, 2019**

I. Call to Order

The Alabama Commission on Higher Education met in Executive Committee session on Friday, March 15, 2019 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Sanders called the meeting to order at 10:08 a.m.

II. Roll Call of Members and Determination of Quorum

Executive Committee present: Charles Sanders-Chair, Charles Buntin, Amy Price, and Stan Pylant.

Dr. Purcell affirmed there was a quorum of the Executive Committee.

III. Approval of Agenda

RESOLVED: Commissioner Price moved to adopt the published agenda for the March 15, 2019 meeting of the Commission as the agenda for the Executive Committee. Commissioner Buntin seconded. The agenda was approved.

IV. Consideration of Minutes of December 7, 2018.

RESOLVED: Commissioner Pylant moved for approval of the December 7, 2018 minutes. Commissioner Price seconded. Motion carried. The minutes were approved.

V. Chairman's Report

Commissioner Sanders congratulated Troy University for being named Alabama's 2019 Higher Education Green Ribbon School. The award was based on Troy's innovative efforts to reduce environmental impact, utility costs, and the improvement of health and wellness. He also mentioned the December Commission meeting at the Troy campus allowed the Commissioners and ACHE staff to be able to see some of Troy's green initiatives.

VI. Executive Director's Report

Dr. Purcell reported on the following:

- The appointment of a new Director of Instruction, Dr. Robin McGill,
- FAFSA Completion Project Update,
- Funding Changes to the Education Trust Fund,
- Future Reviews by Commissioners,
- Consolidated Budget Recommendation FY 2019-2020 Peer Comparison Adjustment.

A copy of the power point presentation can be found on the ACHE website at www.ache.edu.

VII. Discussion Items

A. Institutional Accountability Overview

Dr. Purcell presented a handout titled, "Enhancing Accountability in Alabama's Public Colleges and Universities", to commissioners which outlined the development of accountability measures for institutions that receive state support, which will address five major categories stated in the document: Governance, Student Success, Academic Program Success, Financial Health and Stability, and Responsiveness to State and Local Needs. These measures will begin to be posted on the ACHE website in mid-2019.

A copy of the handout is available by request.

B. Accountability Website Draft

Dr. Purcell gave an overview of the accountability website including the type of information that will be available to the institutions. The website is presently under construction.

C, 2019 Alabama Commission on Higher Education Legislative Agenda

Margaret Gunter gave an overview of the current Legislative session.

A copy of the power point presentation can be found on the ACHE website at www.ache.edu.

VIII. Decision Items

A. Final Approval of Amendments to the Administrative Procedures for Chapter 300-4-3: Alabama Student Grant Program

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

RESOLVED: Commissioner Price moved to accept the staff recommendation for approval. Commissioner Buntin seconded. Motion carried.

B. Academic Programs

FOUR-YEAR INSTITUTIONS

TROY UNIVERSITY (TU)

1. Request to Amend Post-Implementation Conditions: Troy University, Bachelor of Arts in Spanish (CIP 16.0905)

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

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

2. Request to Amend Post-Implementation Conditions: Troy University, Bachelor of Science in Physics (CIP 40.0801)

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

RESOLVED: Commissioner Buntin moved to accept the staff recommendation for approval. Commissioner Price seconded. Motion carried.

UNIVERSITY OF NORTH ALABAMA (UNA)

1. Master of Science in Sport and Recreation Management (CIP 31.0504)

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

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

2. Bachelor of Science in Fashion Merchandising and Design (CIP 19.0901)

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

RESOLVED: Commissioner Price moved to accept the staff recommendation for approval. Commissioner Buntin seconded. Motion carried.

3. Bachelor of Science in Hospitality and Events Management (CIP 52.0901)

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

RESOLVED: Commissioner Buntin moved to accept the staff recommendation for approval. Commissioner Price seconded. Motion carried.

4. Bachelor of Fine Arts in Interior Architecture and Design (CIP 04.0501)

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

RESOLVED: Commissioner Pylant moved to accept the staff recommendation for approval. Commissioner Buntinn seconded. Motion carried.

5. Bachelor of Science in Culinary Arts Management (CIP 52.0905)

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

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

UNIVERSITY OF SOUTH ALABAMA (USA)

1. Alteration of the Doctor of Business Administration in Business Administration (CIP 52.0201)

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

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

AUBURN UNIVERSITY

1. Master of Science in Data Science and Engineering (CIP 11.0802)

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

RESOLVED: Commissioner Buntin moved to accept the staff recommendation for approval. Commissioner Price seconded. Motion carried.

IX. Information Items

RESOLVED: Commissioner Pylant moved that the Commission accept Information Items 1 through 8 for approval. Commissioner Buntin seconded. Motion carried.

1. Summary of Post Implementation Reports
2. Implementation of Non-Degree Programs at Senior Institutions
3. Implementation of Distance Education Programs
4. Implementation of New Short Term Certificate Programs (Less than 30 Semester Hours)
5. Changes to the Academic Program Inventory
6. Extensions/Alterations to Existing Programs of Instruction
7. Change in the Name and Establishment of Centers and Departments
8. Athens State University, Addition of a Class B Certification in Health Education (6-12) to the Existing BSEd in Physical Education (CIP 13.1314)

X. Adjournment

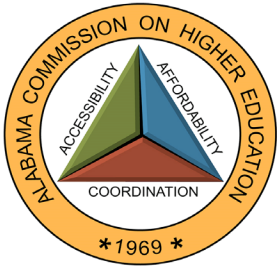
The meeting was adjourned at 11:08 a.m. The next meeting of the Commission is scheduled for June 7, 2019.

Charles Sanders, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2019.

James E. Purcell, Executive Director

Notary Public



AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

June 7, 2019
10:00 a.m.

- I. **Call to Order / Pledge of Allegiance**
- II. **Roll Call of Members and Determination of Quorum**
- III. **Approval of Agenda**
- IV. **Approval of Minutes of March 15, 2019** 1
- V. **Chairman’s Report**
Commissioner Charles Sanders
 - Introduction of New Commissioner
- VI. **Executive Director’s Report**
Dr. Jim Purcell
 - SHEF Report
- VII. **Discussion Items**
 - A. **2019 Alabama Commission on Higher Education Legislative Agenda**
Staff Presenter: Mrs. Margaret Gunter
 - B. **Trends in Higher Education**
Staff Presenter: Dr. Robin McGill
- VIII. **Decision Items**
 - A. **Ratification of Actions Taken by the Executive Committee of the Alabama Commission on Higher Education on March 15, 2019**
Staff Presenter: Mr. Tim Vick 2
 - B. **Academic Programs**
 - ALABAMA COMMUNITY COLLEGE SYSTEM (ACCS)**
 - ENTERPRISE STATE COMMUNITY COLLEGE**
 - 1. Associate in Applied Science in Machine Tool Technology (CIP 48.0507)
Staff Presenter: Ms. Margaret Pearson 5
 - WALLACE STATE COMMUNITY COLLEGE (Selma)**
 - 1. New Off-Campus Site: New Era Building
Staff Presenter: Ms. Margaret Pearson 11



FOUR-YEAR INSTITUTIONS

UNIVERSITY OF ALABAMA (UA)

1. Master of Science in Hospitality Management (CIP 52.0901)
Staff Presenter: Dr. Robin McGill 15

TROY UNIVERSITY(TROY)

1. Doctor of Philosophy in Global Leadership and Innovation (CIP 52.0213)
Staff Presenter: Dr. Robin McGill 25

UNIVERSITY OF WEST ALABAMA (UWA)

1. Bachelor of Science in Nursing (CIP 51.3801)
Staff Presenter: Dr. Robin McGill 48

JACKSONVILLE STATE UNIVERSITY(JSU)

1. Master of Athletic Training in Athletic Training (CIP 51.0913)
Staff Presenter: Dr. Robin McGill 59

AUBURN UNIVERSITY(AU)

1. Master in Science in Teaching English for Specific Purposes (CIP 13.1206)
Staff Presenter: Dr. Robin McGill 67

C. Request to Amend Post-Implementation Conditions:

1. University of Alabama, Doctor of Juridical Science in Juridical Science (CIP 22.0203)
Staff Presenter: Dr. Robin McGill 75
2. University of West Alabama, Master of Science in Experimental Psychology (CIP 42.2704)
Staff Presenter: Dr. Robin McGill 78

IX. Information Items

1. Summary of Post-Implementation Reports
Staff Presenter: Ms. Margaret Pearson 81

A. Programs that met Post-Implementation Conditions

- i. Auburn University Montgomery, Program: Master of Science in Management Information Systems (CIP 11.0103) [Second Report]
- ii. Auburn University Montgomery, Program: Master of Science in Homeland Security and Emergency Management (CIP 43.0301) [Second Report]
- iii. University of West Alabama, Program: Master of Business Administration (CIP 52.0201)

B. Programs that did not meet Post-Implementation Conditions

- i. University of Alabama, Program: Doctor of Juridical Science (CIP 22.0203)
- ii. University of West Alabama, Program: Master of Science in Experimental Psychology (CIP 42.2704)
-

2. Jacksonville State University, Addition of a Class B Dual Certification in Health Education (6-12) and Physical Education (P-12) to the Existing BSED in Physical Education (CIP 13.1314) <i>Staff Presenter: Ms. Margaret Pearson</i>	89
3. Jacksonville State University, Exempt Off-Campus Site Offerings (Dual Enrollment) <i>Staff Presenter: Ms. Margaret Pearson</i>	90
4. University of South Alabama, Addition of a Class A Teaching Certificate in Music (CIP 50.0901) <i>Staff Presenter: Ms. Margaret Pearson</i>	91
5. Implementation of Distance Education Programs <i>Staff Presenter: Ms. Margaret Pearson</i>	92
6. Implementation of Non-Degree Programs at Senior Institutions <i>Staff Presenter: Ms. Margaret Pearson</i>	93
7. Implementation of New Short Certificate Programs (Less than 30 Semester Hours) <i>Staff Presenter: Ms. Margaret Pearson</i>	101
8. Change in the Name and Establishment of Centers and Departments <i>Staff Presenter: Ms. Margaret Pearson</i>	103
9. Changes to the Academic Program Inventory <i>Staff Presenter: Ms. Margaret Pearson</i>	105
10. Extensions/Alterations to Existing Programs of Instruction <i>Staff Presenter: Ms. Margaret Pearson</i>	107

X. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING

March 15, 2019

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, March 15, 2019 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Sanders called the meeting to order at 10:04 a.m.

Commissioner Sanders welcomed institutional representatives and guests and lead the audience in the Pledge of Allegiance.

II. Roll Call of Members and Determination of Quorum

Dr. Purcell called the roll and there was no quorum of members present.

Commission Members present: Charles Sanders-Chair, Stan Pylant, Karen Calametti, Amy Price, and Charles Buntin.

Commission Members absent: Charles Ball, Miranda Frost, Timothy Gyan, Norman Crow, and Patricia McGriff.

Dr. Purcell directed the members present to the ACHE Bylaws which state, "...there shall be an Executive Committee of the Alabama Commission on Higher Education to consist of the chairman, vice-chairman, and such other commissioners as appointed by the chairman, the number of which shall not exceed four. The Executive Committee is empowered to act on behalf of the Commission between regular scheduled meetings of the Commission with said action being subject to ratification by the full Commission at a regular or special meeting held in accordance with all laws requiring open and public meetings."

Chairman Sanders then appointed Commissioners Buntin, Price and Pylant to the Executive Committee.

III. Adjournment

Commissioner Sanders adjourned the regular meeting at 10:07 a.m.

Charles Sanders, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2019.

James E. Purcell, Executive Director

Notary Public

DECISION ITEM: A

Ratification of the Actions taken by the Executive Committee of the Alabama Commission on Higher Education on March 15, 2019

Staff Presenter:

Mr. Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission ratify the actions taken by the Executive Committee on March 15, 2019.

Background:

A quorum was not present at the regularly scheduled March 15, 2019 meeting of the Commission. After it was determined that a quorum was not present, Chairman Sanders adjourned the meeting and immediately convened a meeting of the Executive Committee of the Commission, which adopted the agenda of the regularly scheduled meeting as its agenda. The audience that was present for the regularly scheduled meeting remained for the Executive Committee Session.

The Commission bylaws state, "...there shall be an Executive Committee of the Alabama Commission on Higher Education to consist of the chairman, vice-chairman, and such other commissioners as appointed by the chairman, the number of which shall not exceed four. The Executive Committee is empowered to act on behalf of the Commission between regular scheduled meetings of the Commission with said action being subject to ratification by the full Commission at a regular or special meeting held in accordance with all laws requiring open and public meetings."

The Executive Committee approved all the items that were on the agenda.

Supporting Documentation:

1. Attachment 1. Summary of actions taken by the Executive Committee of the Alabama Commission on Higher Education on March 15, 2019.
2. Minutes of the March 15, 2019 meeting of the Executive Committee of the Alabama Commission on Higher Education. Available upon request.

Attachment 1

Summary of Actions taken by the Executive Committee of the Alabama Commission on Higher Education on March 15, 2019

The agenda of the regularly scheduled March 15, 2019 meeting of the Commission was adopted for the meeting of the Executive Committee.

The Minutes of the December 7, 2018 meeting of the Commission were approved.

The following items were approved:

Decision Items

A. Final Approval of Amendments to the Administrative Procedures for Chapter 300-4-3: Alabama Student Grant Program

B. Academic Programs

TROY UNIVERSITY

1. Request to Amend Post-Implementation Conditions: Troy University, Bachelor of Arts in Spanish (CIP 16.0905)
2. Request to Amend Post-Implementation Conditions: Troy University, Bachelor of Science in Physics (CIP 40.0801)

UNIVERSITY OF NORTH ALABAMA

1. Master of Science in Sport and Recreation Management (CIP 31.0504)
2. Bachelor of Science in Fashion Merchandising and Design (CIP 19.0901)
3. Bachelor of Science in Hospitality and Events Management (CIP 52.0901)
4. Bachelor of Fine Arts in Interior Architecture and Design (CIP 04.0501)
5. Bachelor of Science in Culinary Arts Management (CIP 52.0905)

UNIVERSITY OF SOUTH ALABAMA

1. Alteration of the Doctor of Business Administration in Business Administration (CIP 52.0201)

AUBURN UNIVERSITY

1. Master of Science in Data Science and Engineering (CIP 11.0802)

C. Information Items

1. Summary of Post-Implementation Reports

a. Programs that met Post-Implementation Conditions

1. Alabama State University, Program: Bachelor of Fine Arts in Dance (CIP 50.0301)

2. Auburn University Montgomery, Program: Master of Science in Computer Information Systems and Cyber Security (CIP 11.1003) [Second Report]
3. Auburn University, Program: Bachelor of Science in Business Analytics (CIP 52.1301)
4. Troy University, Program: Bachelor of Science in Business Administration in Economics (CIP 52.0601)
5. Troy University, Program: Bachelor of Science in Exercise Science (CIP 31.0505)
6. Troy University, Program: Master of Science in Strategic Communication (CIP 09.0199)
7. Troy University, Program: Master of Business Administration in International Business Administration (CIP 52.1101)
8. Troy University, Program: Master of Science in Management (CIP 52.0201)
9. University of South Alabama, Program: Bachelor of Science in Health Informatics (CIP 51.2706)
10. University of South Alabama, Program: Doctor of Science in Systems Engineering (CIP 14.2701)

b. Programs that did not meet Post-Implementation Conditions

1. Troy University, Program: Bachelor of Arts in Spanish (CIP 16.0905)
2. Troy University, Program: Bachelor of Science in Physics (CIP 40.0801)

c. Programs that did not meet Post-Implementation Conditions- Deletion

1. University of Montevallo, Program: Bachelor of Arts/Bachelor of Science in Interdisciplinary Studies (CIP 30.9999) [Second Report]

2. Implementation of Non-Degree Programs at Senior Institutions

3. Implementation of Distance Education Programs

4. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)

5. Changes to the Academic Program Inventory

6. Extensions/Alterations to Existing Programs of Instruction

7. Change in the Name and Establishment of Centers and Departments

8. Athens State University, Addition of a Class B Certification in Health Education (6-12) to the Existing BSEd in Physical Education (CIP 13.1314)

DECISION ITEM: ENT-1 Enterprise State Community College, Associate in Applied Science in Machine Tool Technology (CIP 48.0507)

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 proposed Machine Tool Technology program will prepare individuals to apply technical knowledge and skills to plan, manufacture, assemble, test, and repair parts, mechanisms, machines, and structures in which materials are cast, formed, shaped, molded, heat-treated, cut, twisted, pressed, fused, stamped or worked. Based on the following program objectives, students will:

- Apply theoretical knowledge gained in class to complete metal working projects to blueprint requirements.
- Setup and safely operate all machine tools required for project completion.
- Apply the proper use of measuring tools for the completion of projects within stated limits.
- Maintain the personal discipline to complete projects on time.
- Use technology in machine shop related to on the job requirements.
- Use applicable tooling correctly during various machining operations.

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

Mode of Delivery: According to the application, all courses in the Machine Tool Technology program will be delivered in a traditional classroom setting with additional lab hours. Students may elect to enroll in general education courses via online delivery.

Similar Programs: The following colleges have Machine Tool Technology AAS/Certificate programs located at CIP 48.0507 in the Academic Program Inventory: Beville State Community College; Drake State Community and Technical College, Gadsden State Community College, Shelton State Community College, Wallace State Community College (Dothan), Wallace State Community College (Hanceville); and Wallace State Community College (Selma).

Collaboration: Collaboration will not be sought at this time.

Licensure: According to ACCS officials, during the first semester, the program will offer an initial credential in Manufacturing Skills Standards Council Certified Production Technician. This credential includes four certificates in Safety, Quality Practices & Measurement, Manufacturing Processes & Production and Maintenance Awareness. Additionally, the National Institute for Metalworking Skills (NIMS) accreditation for the proposed program will be pursued with NIMS credentialing completed by the beginning of the third year of the program.

Resources: A total of \$898,130 in new funds will be needed for the program in the first five years. A total of \$1,166,530 will be available through internal reallocation and tuition.

Public Review: The program was posted on the Commission website from April 8 until April 28 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to Enterprise State officials, the proposed program will be complementary to the Industrial Maintenance program scheduled to begin fall 2019. Both programs are preparing students for various careers in the manufacturing and related industries.
2. According to the program application, Enterprise State staff have had many conversations with local potential employers who are in need of qualified applicants. Qualico Steel, MAHA USA, Service Machine, Covenant Steel, Dittus Machining, Kimber, and other Machine Tool Technology related businesses have expressed a critical need for additional new and replacement workers citing that this program development is long overdue for the region.

DECISION ITEM: ENT-1

Enterprise State Community College, Associate in Applied Science in Machine Tool Technology (CIP 48.0507)

Staff Presenter:

Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

That the Commission approve the proposed Associate in Applied Science in Machine Tool Technology.

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

Implementation Date: The proposed program will be implemented August 2019. Based on Commission policy, the proposed program must be implemented by December 7, 2021, 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 beginning 2020-21 will be at least 12, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2025-26 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. The information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, and to also include data showing related employment and/or acceptance into a graduate program.

Enterprise State Community College (ENT) 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, 2026.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Enterprise State Community College proposal, dated March 15, 2019. 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
 Enterprise State Community College
 Machine Tool Technology**

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	85,000	85,000	85,000	85,000	85,000	85,000	85,000	595,000
LIBRARY	3,000	1,500	1,500	1,000	1,000	1,000	1,000	10,000
FACILITIES	25,000	0	0	0	0	0	0	25,000
EQUIPMENT	109,565	109,565	5,000	5,000	5,000	5,000	5,000	244,130
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	6,000	3,000	3,000	3,000	3,000	3,000	3,000	24,000
TOTAL	228,565	199,065	94,500	94,000	94,000	94,000	94,000	898,130
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
INTERNAL REALLOCATIONS	175,285	97,815	0	0	0	0	0	273,100
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	53,280	101,250	116,280	131,670	147,420	163,530	180,000	893,430
TOTAL	228,565	199,065	116,280	131,670	147,420	163,530	180,000	1,166,530
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	8	9	10	11	12	13	10.5
PART TIME HEADCOUNT	Year 1 - No data reporting required	7	8	9	10	11	12	9.5
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	17	19	21	23	25	20
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	9	10	11	12	13	14	11.5
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	6	7	8	9	10	11	8.5

Attachment 2

**Enterprise State Community College
 Associate in Applied Science in
 Machine Tool Technology**

	Course #	Course Name	Sem. Hours
Semester 1	ILT 160	DC Fundamentals (<i>ETA DC EM1 Exam</i>)	3
	ILT 161	AC Fundamentals (<i>ETA AC EM2 Exam</i>)	3
	ILT 109	Blueprint Reading	3
	CIS 146	Microcomputer Applications	3
		<i>Eligible for Short Term Certificate (STC) – Basic Industrial Electronics</i>	
Semester 2	ILT 197	Motor Controls	3
	ILT 162	Solid State Electronics (<i>ETA Analog EM3 Exam</i>)	3
	SPH 107	Fundamentals of Public Speaking	3
	MTH 100	MTH 100 or numerically higher	3
		<i>Eligible for Short Term Certificate (STC) – Intermediate Industrial Electronics</i>	
Semester 3	ILT 163	Digital Electronics (<i>ETA Digital EM4 Exam</i>)	3
	ILT 166	Motors & Transformers	3
	ILT 194	Programmable Logic Controls	3
	ENG 101	English Composition I	3
	Area III	Math, Science or Computer Science elective	3
		<i>Eligible for Short Term Certificate (STC) – Industrial Electrical Technician</i>	
Semester 4	ILT 195	Troubleshooting Techniques	3
	ILT 276	Advanced Industrial Controls (PLCs)	3
	ILT 277	Advanced Industrial Controls (PLCs) Lab	2
	Area IV	Social and Behavioral Science elective	3
	WKO 106	Workplace Essentials (<i>Alabama Career Readiness Certificate</i>) (<i>OSHA 10 Hour Card</i>)	3
		<i>Eligible for Certificate (CER) – Industrial Control Technician</i>	
Semester 5	ILT 192	Co-op in Industrial Electronics (<i>ETA Comprehensive EM5 Exam</i>)	3
	ILT 216	Industrial Robotics	3
	ILT 217	Industrial Robotics Lab	2
	ILT 108	Introduction to Instrumentation & Process Control	3
	Area II	Humanities & Fine Arts Elective	3
		<i>Eligible for AAS in Industrial Electronics</i>	
		Total Hours Required for Degree	67

DECISION ITEM: WSS-1

Wallace State Community College (Selma), New Off-Campus Site: New Era Building

Staff Presenter:

Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

That the Commission approve the following new off-campus site for Wallace State Community College (Selma).

Proposal:

Wallace State Community College (Selma) (WSS) plans to offer courses at the following new off-campus site beginning in fall 2019:

New Era Building, Demopolis, Alabama

Discussion:

An official with the institution has signed the institutional certification for the proposed site pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up reports will be sent. The institutional certification was reviewed and transmitted by the Alabama Community College System.

Commission approval is required because Marengo County is outside of WSS's service area. An agreement (attachment 2) to offer off-campus courses at WSS has been signed by the Chancellor of the Alabama Community College System.

Supporting Documentation:

1. Proposal for New Off-Campus site at New Era Building, Demopolis, AL attached.
2. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution:

Administrator Responsible for Site

Name & Title: Raji Gourdine

Telephone: 334-876-9292

Fax:

E-Mail: rgourdine@wccs.edu

Contact Person at Site If Other Than Administrator Above

Name & Title: Calvin Griffin

Telephone: 334-876-9412

Fax:

E-Mail: cgriffin@wccs.edu

Location of Proposed Site

Facility: New Era Building

Street Address: 918 S. Cedar Avenue

City: Demopolis

County: Marengo

When will you begin offering instruction at this site?

Fall 2019

Type of Site

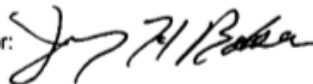
Type of Site	Check One:
Non-Exempt	x
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	
University site located within home or contiguous counties.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor:



Date: 5.16.19

Attachment 2

ACCS-26



AGREEMENT TO OFFER OFF-CAMPUS INSTRUCTION
ALABAMA COMMUNITY COLLEGE SYSTEM

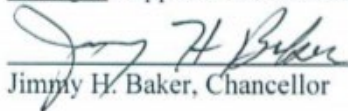
College Wallace State Community College - Selma

Proposed Site New Era Building, Demopolis, AL

College Service Area where proposed site is located 211 North Walnut Avenue, Demopolis, AL. In the space below, describe the rationale for offering this off-campus instruction.

Currently, Shelton State Community College's service area includes Marengo County. In consultation with the presidents of Shelton State and Wallace State-Selma, it has been determined desirable and in the best interest of the ACCS and these institutions for certain education and training programs, and the teaching facilities, equipment, personnel, and miscellaneous property and contracts currently offered by Shelton State in Marengo County be realigned and leased or transferred to Wallace State-Selma in order to ensure the efficient and quality enhancement, sustainability and management of the system's educational and workforce training facilities and programs in Marengo County.

On behalf of Wallace State Community College – Selma and Shelton State Community College, I approve the off-campus instruction described above.


Jimmy H. Baker, Chancellor

5.16.19
Date

DECISION ITEM: UA-1 University of Alabama, Master of Science in Hospitality Management (CIP 52.0901)

EXECUTIVE SUMMARY

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

Program Description/Objective: The purpose of the Hospitality Management (M.S.) degree program is to prepare students wishing to advance and excel in leadership/executive positions in the hospitality, tourism, and sport industries. Tourism is the second largest industry in Alabama following health care. Offering the proposed program will support the University of Alabama's strategic goal to "increase the University's productivity and innovation in research, scholarship, and creative activities that impact economic and societal development by providing students with research and scholarship opportunities that will prepare them to lead and, as a result, positively impact the economic and social well-being of citizens locally, statewide, and nationally."

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

Mode of Delivery: According to the program proposal, approximately 80 percent of the program will be offered online. Currently all hospitality courses are offered online through distance learning.

Similar Programs: There are no master's level programs located at CIP 52.0901 in the Academic Program Inventory.

Collaboration: According to UA officials, collaboration is not needed at this time for program viability; however, it may be explored in the future.

Resources: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$10,456,158 will be available through internal reallocation and tuition.

Public Review: The program was posted on the Commission website from April 8 until April 28 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. A Hospitality Management (M.S.) degree will prepare students for upper managerial and leadership positions within the hospitality, tourism, and sport industries.
2. Although there are many Hospitality Management (M.S.) programs throughout the United States, only a few have a focus in the area of Sport Hospitality. This is an emerging area of study and places the UA on the cutting edge of education in an expanding job market.
3. The proposed MS in Hospitality Management will build upon the successful undergraduate hospitality program already established at UA, and will offer students an opportunity to extend their educational experiences to the graduate level.

DECISION ITEM: UA-1

University of Alabama, Master of Science in Hospitality
Management (CIP 52.0901)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science in Hospitality Management.

The program will have options in Hospitality Management and Sport Hospitality (thesis or non-thesis). Consistent with Commission policy and operational definitions, these options will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs

Implementation Date: The proposed program will be implemented in August 2020. Based on Commission policy, the proposed program must be implemented by December 7, 2021, 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 beginning 2021-22, will be at least 42, based on the proposal.
2. That the annual average number of graduates for the period 2021-22 through 2026-27 (six-year average) will be at least 3.75, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to also include data showing related employment and/or acceptance into a graduate program.

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, 2027.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama program proposal, submitted February 8, 2019. 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: <i>The University of Alabama</i>								
PROGRAM: <i>M.S. in Hospitality Management (CIP 52.0901)</i>								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
FACULTY	0	0	0	0	0	0	0	0
LIBRARY	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
INTERNAL REALLOCATIONS	\$40,500	\$40,500	\$40,500	\$40,500	\$40,500	\$40,500	\$40,500	\$283,500
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	\$1,294,860	\$1,294,860	\$1,354,875	\$1,459,628	\$1,519,643	\$1,584,386	\$1,664,406	\$10,172,658
TOTAL	\$1,335,360	\$1,335,360	\$1,395,375	\$1,500,128	\$1,560,143	\$1,624,886	\$1,704,906	\$10,456,158
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	60	63	68	71	74	78	69
PART TIME HEADCOUNT	Year 1 - No data reporting required	20	20	21	21	22	22	21
TOTAL HEADCOUNT	Year 1 - No data reporting required	80	83	89	92	96	100	90
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	40	43	44	30	45	50	42
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	40	45	49	55	60	62	52

Attachment 2

Summary of Background Information

Master of Science in Hospitality Management
University of Alabama

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

Objectives: The purpose of the Hospitality Management (M.S.) degree program is to prepare students wishing to advance and excel in leadership/executive positions in the hospitality, tourism, and sport industries. Tourism is the second largest industry in Alabama following health care. Offering the proposed program will support UA's strategic goal to "increase the University's productivity and innovation in research, scholarship and creative activities that impact economic and societal development by providing students with research and scholarship opportunities that will prepare them to lead and, as a result, positively impact the economic and social well-being of citizens locally, statewide, and nationally." Students who successfully complete the proposed program will be able to:

- Create advanced strategic management plans for diverse hospitality, tourism, and sport organizations.
- Justify management decisions based on financial data and resource availability.
- Apply theory and concepts in hospitality managerial situations.
- Explore, analyze and synthesize research in the area of Hospitality Management

Assessment: The following procedures will be used in assessing the program's student learning outcomes:

SLO: Create an advanced strategic management plan for diverse hospitality organizations.

Measure 1: Students will create a strategic management plan and identify the correct steps for implementation in RHM 576 Strategic Management in Hospitality and Tourism. A rubric will be provided. (Required for Hospitality Management).

Measure 2: Students in HES 561 Marketing, Sales and Public Relations in Sports will create a strategic fan engagement plan for implementation. A rubric will be provided. (Required for Sport Hospitality concentration)

SLO: Justify management decisions based on financial data and resource availability.

Measure 1: Based on the case study, "The Case of Expansion for Brownstone Restaurants" in RI-IM 575 Hospitality Operations Analysis, students will identify growth options available to Brownstone Restaurants and analyze the positive and negative impacts of each to justify management's decision. (Core course)

Measure 2: Sport Hospitality Concentration students will solve operational issues in sport hospitality case studies in HES 551 Sport Facilities and Events. (Required for Sport Hospitality concentration)

SLO: Apply theory and concepts in hospitality managerial situations.

Measure 1: Based on the case study in RI-IM 575 Hospitality Operations Analysis, "A Bank to a Hotel," students will explain the tax effect and its relation to the interest portion of debt services. (Core course)

Measure 2: Non-thesis students not completing a capstone project will answer questions to include theory and concepts and apply them to a hospitality example on the comprehensive exam.

SLO: Students will be able to explore, analyze and synthesize research in the area of Hospitality Management.

Measure 1: Based on an assignment in RHM 596, students will identify 3 published scholarly journal articles on a topic selected from an identified list and evaluate the reviews of literature from these published articles.

Measure 2: Based on an assignment in HES 509, students will create a review of literature on a discipline specific topic, Rubric will be provided. (Core course)

Measure 3: Sport Hospitality Concentration students not completing a thesis or comprehensive exam will research and assess industry trends related to the sports industry as part of completion of the Capstone E-portfolio. (Sport Hospitality concentration)

Administration: The program will be administered by the College of Human Environmental Sciences, Stuart Usdan, 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). There were no objections to the NISP or the program proposal. There were a total of three votes all in favor of approving the proposed Hospitality Management M.S. program.

Accreditation: The national accrediting agency for Hospitality Management programs does not offer an accreditation option for programs at the graduate degree level.

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

Credit hours required in major courses	9 semester hours (sh)
Credit hours in institutional core	0
Credit hours in support courses	0
Credit hours in required or free electives	15 (sh)
Credit hours for thesis or dissertation	0-6 (sh)
Total credit hours required for completion	30 (sh)

Collaboration: According to UA officials, collaboration is not needed at this time for program viability; however, it may be explored in the future.

Distance Education: According to the program proposal, approximately 80 percent of the program will be offered online. Currently all hospitality courses are offered online through distance learning. Sport courses are taught on campus. Combining these two curriculum areas will allow students in the Sport Hospitality concentration to take online courses (as they are developed) and Hospitality Management students to take on campus electives in the Sport Hospitality area.

Admissions: The program has no special admission requirements.

Need: The hospitality and tourism industry is the second largest contributor to the Gross Domestic Product (GDP) in the state of Alabama. For 2017, the impact was close to \$5 billion, second behind health care services at \$8 billion. According to the primary and secondary data from the Economic Impact report of the Alabama Travel Association, it is estimated that more than 26.6 million people visited the state of Alabama during 2017. Travelers are estimated to have spent more than \$14.3 billion in Alabama representing an increase of 7.1 percent as compared to 2016 spending and a 5.3 percent increase from 2015 to 2016. In 2017, more than \$879 million of state and local tax revenues were generated by travel and tourism activities and represented an estimated 186,906 jobs. The University of Alabama's seven home football games alone generated a statewide impact of \$173.3 million, an average of \$24.8 million per game.

Based on the overwhelmingly important role hospitality, tourism, and sports play in the state of Alabama's economy and the growth that is stated in the statistics above, the proposed program is poised to generate qualified personnel to lead and support the industry's growth and economic development. The proposed program will aid in the development of qualified leaders in the hospitality, tourism, and sport industries. Qualified leaders are needed in the industry to resolve issues such as the labor shortages and labor turnover that the state of Alabama is currently experiencing in south Alabama due to the demand of hospitality and tourism services.

Data were gathered using two online hospitality job posting sites: Hcareers.com and Hospitalityonline.com, both of which allowed for filtering only management positions. Management positions required a B.S., plus 2-5 years of work experience or skills commensurate with a master's degree. Titles identified include: General Manager, Guest Services Manager, Convention Services Manager, Catering Sales Manager, Housekeeping Director, Director of Wholesale Reservation, Food and Beverage Manager and Security Manager. The national job openings are projected to increase by 7 percent each year by the Bureau of Labor Statistics. Also, the turnover rate in the restaurant industry averages 70-80 percent (National Restaurant Association) and 30-40 percent in the hotel industry. As a conservative projection based on these national data, it is estimated that SREB job openings will increase by 3 percent, state by 2.5 percent, and local by 2 percent.

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Local	11	11	11	12	12	12	13	82
State	36	37	38	39	40	41	42	273
SREB Region	1,644	1,693	1,743	1,795	1,848	1,903	1,960	12,528
Nation	2,400	2,568	2,747	3,132	3,351	3,685	3,835	21,618

Student Demand: According to UA officials, student demand is based on current enrollments. Currently, students take courses in Hospitality Management as part of the General Human Environmental Sciences (M.S.) degree program. Since 2012 the number of students focusing on Hospitality Management coursework has grown from 6 to 44. UA also offers a bachelor's degree in Hospitality Management. Based on the trends in this area of study, and the recent implementation of the Accelerated Master's Program that allows highly qualified undergraduates to take graduate courses as seniors, the demand is expected to continue at the current level.

Students also take courses in Sports Business Management as part of the General Human Environmental Sciences (MS,) degree program. The College of Human Environmental Sciences began offering classes in in Sports Business Management in 2003, and the number of students enrolled has grown approximately 10 percent yearly since. In spring 2018, 55 students were enrolled, Courses in Sport Business Management will be offered as a part of the Sport Hospitality concentration in the proposed Hospitality Management (M.S.) degree program. The emerging area of Sport Hospitality focuses on hospitality and management in the sport industry.

Resources:

Faculty:

Current Primary Faculty to teach in the program—

Full-time: 6

Part-time: 2

Support Faculty

Full-time: 0

Part-time: 0

Additional Faculty employed to teach in the first five years

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

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

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

Equipment: No new equipment will be required.

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

Library: The University of Alabama is well-equipped to support the informational needs of students in the proposed program. The library includes the following databases: The Hospitality & Tourism Complete database (covers scholarly research and industry trade journals and is a combination of three hospitality and tourism databases), Hospitality Tourism Complete, Business Source Premier, Lexis Nexis Academia, and ABI/Inform. In addition, the university has a dedicated librarian to assist students and faculty. The Sanford Media Center housed in the UA library is available to provide students with periodicals, equipment and expertise using an array of audio-visual materials.

Program Budget: The proposal projected that \$0 in new funds will be required to support the proposed program. A total of \$10,456,158 will be available through internal reallocation and tuition.

**Attachment 3
 Curriculum**

University of Alabama
 Master of Science in Hospitality Management

	Number of Credit Hours
Core: (required for all M.S. Hospitality Management students)	
RHM 521 Hospitality Law	3
RHM 575 Hospitality Operations Analysis	3
HES 509 Research Methods	3
Total	9 credit hours
Option 1. Hospitality Management (non-thesis)	
RI-IM 596 Seminar in Hospitality Management	3
RHM 576 Strategic Management in Hospitality and Tourism	3
RHM 570 Hospitality Leadership	3
RHM 592 Special Topics	3
Elective	3
Elective	3
Elective	3
Total	21 credit hours
Option 2. Hospitality Management (thesis)	
RHM 596 Seminar in Hospitality Management	3
RHM 576 Strategic Management in Hospitality and Tourism	3
RHM 570 Hospitality Leadership	3
RHM 592 Special Topics	3
RHM 599 Thesis Research (only thesis track students) in lieu of 6 credit hours in electives	6
Elective	3
Total	21 credit hours

Option 3. Concentration in Sport Hospitality (non-thesis)	
HES 561 Marketing, Sales, and Public Relation in Sports	3
HES 555 Sports Sales and Entrepreneurship	3
HES 570 Fellowship in Sports Business Management	3
HES 551 Sport Facilities and Events	3
HES 559 International Strategies in Sports	3
Elective or HES 592 Special Problems in Sports Business Management	3
Elective or HES 552 Trends and Issues	3
Total	21 credit hours
Option 4. Concentration in Sport Hospitality (thesis)	
Choice of HES 570, HES 592 or HES 552 or Elective	3
HES 561 Marketing, Sales, and Public Relation in Sports	3
HES 555 Sports Sales and Entrepreneurship	3
HES 551 Sport Facilities and Events	3
HES 559 International Strategies in Sports	3
RHM 599 Thesis Research	6
Total	21 credit hours

DECISION ITEM: TU-1 Troy University, Doctor of Philosophy in Global Leadership
(CIP 52.0213)

EXECUTIVE SUMMARY

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

Program Description/Objective: The purpose of the proposed program is to provide opportunities for working professionals to acquire a doctoral degree in Global Leadership. As an internationally positioned institution, Troy University's mission and goals are focused on promoting the economic and social growth of Alabama, the southeastern United States and the world. Troy University identified a need to develop and deliver an applied doctoral program for a new generation of global leaders in an ever-changing environment driven by technology and innovation. Troy University proposes to establish a Ph.D. in Global Leadership program for professionals in leadership positions in today's complex work environments: private and public, domestic and international. The proposed program aims to develop leadership skills and competencies: students will acquire a mastery of theory and practice as well as a background of knowledge in research, policy analysis, human capital development, and their application, including developing systems to create and effectively lead organizational change, facilitation of global teams, effective communication, and improving organizational effectiveness. Students will complete core coursework and choose a specialization in one of the following areas: Public Administration, Organizational Leadership, Strategic Communication, Educational Leadership and Administration, or Higher Education.

Role: The program is not within the instructional role recognized by the Commission for Troy University (TROY). According to ACHE's Guidelines for Instructional Role, the Commission will receive, review, and vote on program proposals in a single discipline at a level higher than an institution's Commission recognized instructional degree level if the proposed program shall contribute strategic benefit to the configuration of current public institution offerings in the state of Alabama. Troy has submitted the proposal to be considered as a program that qualifies for an exception to its instructional role as a unique program in the state of Alabama that would serve a strong, distinct, and well documented societal, education or economic need.

TROY is currently recognized as having a doctoral role in the following two programs: Doctor of Nursing Practice (approved December 2007), and the Doctor of Philosophy in Sport Management (approved March 2014). In the ACHE Standard calculation any institution as of the date of the passage of this provision (October 1, 2015), is considered a non-doctoral institution that has a Commission approved doctoral program will be given the appropriate doctoral weights only for the credit hours that result from the implementation of the approved program. These credit hours will also receive the doctoral library factor in the ACHE Standard calculation.

Under the ACHE Standard calculation an institution will receive *non-doctoral status* until a doctoral role change is made. The institution will not receive full doctoral weighting until a role change occurs. Prior to requesting a role change to the doctoral level, unless specifically required in writing by the accrediting body addressed to ACHE or by the state statute:

- (1) the institution shall attain three successful single discipline program implementations in three (3) different CIP codes (2-digit classification) before it may request an expansion of institutional instructional role to a higher degree level; and

- (2) the institution shall not seek a fourth (4th) discipline implementation before an expansion of institutional instructional role to a higher degree level request has been approved by the Commission.

Successful implementation is defined as two years of acceptable post-implementation information including enrollment data, assessment results of the program learning objectives, as well as survey results of faculty and student feedback regarding each program's efficacy, and documentation of ongoing steps that have been implemented to facilitate graduates' employment. The Commission realizes that some data measures may have limited availability or determination within a two-year timeframe.

Specifically, once an institution attains three (3) ACHE approved Doctoral programs in three (3) different CIP categories (2-digit classification) and the role change has been approved by the Commission, it will then be considered a Doctoral institution for the purposes of the ACHE Standard calculation and will receive the same component cost factors as other institutions.

Mode of Delivery: The proposed program will be offered fully online, face-to-face, and in a blended format for all campuses.

Similar Programs: There are no other similar programs located at CIP 52.0213 in the Academic Program Inventory.

Collaboration: Collaboration is not being sought because there are no other similar programs in the state.

Public Review: The program proposal was posted on the Commission website from April 8 until April 28 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. TROY brings a unique strength to the proposed program as it is an internationally positioned university with university sites and established presence at 26 sites domestically (Alabama, Florida, Georgia, North Carolina, South Carolina, Tennessee, Texas, and Virginia) and internationally (Europe, Africa, China, Japan, Korea, Vietnam, Malaysia).
2. TROY identified through extensive experiences as an internationally positioned institution, a need to develop and deliver an applied program for a new generation of global leaders in an ever-changing environment driven by technology and innovation and globalization. No organization today is immune from the impact of globalization. The new global context and the accompanying technological improvements are driving an increased need for global leaders with a wider variety of competencies, skills, and abilities.
3. The Ph.D. in Global Leadership program will develop leaders from diverse backgrounds that will serve locally, regionally, nationally, and internationally.
4. The Global Leadership doctoral program will have specializations in Organizational Leadership, Strategic Communication, Public Administration, Instructional Leadership and Administration, and Higher Education.
5. The proposed program will be a unique offering in the state and would serve well-documented societal, educational, and economic need for globally aware and prepared leaders with human relations competencies and the organizational and managerial competencies needed to operate complex organizations.

DECISION ITEM: TU-1

Troy University, Doctor of Philosophy in Global Leadership (CIP 52.0213)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Doctor of Philosophy in Global Leadership.

The program will have specializations in Organizational Leadership, Strategic Communication, Public Administration, Instructional Leadership and Administration, and Higher Education. Consistent with Commission policy and operational definitions, these concentrations will not be identified separately in the Commission's Academic Program Inventory, and the institution may not identify them as degree programs.

Implementation Date: The proposed program will be implemented fall 2020. Based on Commission policy, the proposed program must be implemented by December 7, 2021, 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 beginning 2020-21, will be at least 12, based on the proposal.
2. That the annual average number of graduates for the period 2021-22 through 2026-27 (six-year average) will be at least 2.25, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal and to also include data showing related employment and/or acceptance into a graduate program.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, Attachment 1.
2. Summary of Background Information, Attachment 2.
3. Curriculum for Proposed Program, Attachment 3.
4. Guidelines for Instructional Role 2015-19, Attachment 4.

5. Troy University program proposal, dated February 6, 2019. 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: Troy University								
PROGRAM: Global Leadership, PhD (CIP 52.0213)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY*	\$0	\$0	\$75,000	\$0	\$65,000	\$0	\$65,000	\$205,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	0	0	0	0	0	0	0	\$0
EQUIPMENT	0	0	0	0	0	0	0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$210,000
OTHER (Travel, Supplies, etc.)	\$5,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$23,000
TOTAL	\$35,000	\$33,000	\$108,000	\$33,000	\$98,000	\$33,000	\$98,000	\$438,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$25,000	\$0	\$50,000	\$0	\$0	\$75,000
TUITION	\$106,704	\$213,408	\$320,112	\$400,140	\$497,952	\$586,872	\$604,656	\$2,729,844
TOTAL	\$106,704	\$213,408	\$345,112	\$400,140	\$547,952	\$586,872	\$604,656	\$2,804,844
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	12	24	26	48	60	72	40
PART TIME HEADCOUNT	Year 1 - No data reporting required	2	3	4	3	2	3	2.8
TOTAL HEADCOUNT	Year 1 - No data reporting required	14	27	30	51	62	75	43
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	12	12	12	12	12	12	12
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS *	Year 1 - No data reporting required	0	1	3	4	4	7	3

Attachment 2

Summary of Background Information

Doctor of Philosophy in Global Leadership
Troy University

Role: The program is not within the instructional role recognized by the Commission for Troy University. According to ACHE's Guidelines for Instructional Role, the Commission will receive, review, and vote on program proposals in a single discipline at a level higher than an institution's Commission recognized instructional degree level if the proposed program shall contribute strategic benefit to the configuration of current public institution offerings in the state of Alabama. Troy has submitted the proposal to be considered as a program that qualifies for an exception to its instructional role as a unique program in the state of Alabama that would serve a strong, distinct, and well documented societal, education or economic need.

TROY is currently recognized as having a doctoral role in the following two programs: Doctor of Nursing Practice (approved December 2007), and the Doctor of Philosophy in Sport Management (approved March 2014). In the ACHE Standard calculation any institution as of the date of the passage of this provision (October 1, 2015), is considered a non-doctoral institution that has a Commission approved doctoral program will be given the appropriate doctoral weights only for the credit hours that result from the implementation of the approved program. These credit hours will also receive the doctoral library factor in the ACHE Standard calculation.

Under the ACHE Standard calculation an institution will receive *non-doctoral status* until a doctoral role change is made. The institution will not receive full doctoral weighting until a role change occurs. Prior to requesting a role change to the doctoral level, unless specifically required in writing by the accrediting body addressed to ACHE or by the state statute:

- (1) the institution shall attain three successful single discipline program implementations in three (3) different CIP codes (2-digit classification) before it may request an expansion of institutional instructional role to a higher degree level; and
- (2) the institution shall not seek a fourth (4th) discipline implementation before an expansion of institutional instructional role to a higher degree level request has been approved by the Commission.

Successful implementation is defined as two years of acceptable post-implementation information including enrollment data, assessment results of the program learning objectives, as well as survey results of faculty and student feedback regarding each program's efficacy, and documentation of ongoing steps that have been implemented to facilitate graduates' employment. The Commission realizes that some data measures may have limited availability or determination within a two-year timeframe.

Specifically, once an institution attains three (3) ACHE approved Doctoral programs in three (3) different CIP categories (2-digit classification) and the role change has been approved by the Commission, it will then be considered a Doctoral institution for the purposes of the ACHE Standard calculation and will receive the same component cost factors as other institutions.

Program Description/Objective: The purpose of the proposed program is to provide opportunities for working professionals to acquire a doctoral degree in Global Leadership. As an internationally positioned institution, Troy University's mission and goals are focused on promoting the economic and social growth of Alabama, the southeastern United States and the world. Troy University identified a need to develop and deliver an applied doctoral program for a new generation of global leaders in an ever-changing environment driven by technology and innovation. Troy University proposes to establish a Ph.D. in Global Leadership program for

professionals in leadership positions in today's complex work environments: private and public, domestic and international. The proposed program aims to develop leadership skills and competencies: students will acquire a mastery of theory and practice as well as a background of knowledge in research, policy analysis, human capital development, and their application, including developing systems to create and effectively lead organizational change, facilitation of global teams, effective communication, and improving organizational effectiveness. Students will complete core coursework and choose a specialization in one of the following areas: Public Administration, Organizational Leadership, Strategic Communication, Educational Leadership and Administration, or Higher Education.

Students completing TROY's doctoral program in Global Leadership will:

1. Examine global leadership from various contexts and settings.
2. Develop a global perspective; understand, respond to, and influence the larger political, social, economic, legal, and cultural context of global leadership.
3. Explore changing environments in complex, global and domestic organizations and how globalization impacts these environments.
4. Develop critical thinking and analytical skills; acquire knowledge of and skills in the anticipation, analysis, and solving of leadership challenges.
5. Synthesize and apply program knowledge and skills through substantial, sustained, standards-based work in real settings.
6. Advocate, nurture, and sustain a culture and academic programs conducive to learning and professional growth.
7. Defend and publish a dissertation.

Assessment: According to the proposal, the assessment process includes comprehensive, integrated assessment and evaluation measures to monitor candidate performance as well as to manage and improve operations and the doctoral program. Decisions about candidate performance are based on multiple assessments at decision points in programs--admission to program and at appropriate transition points (first defense, second defense, final defense).

The initial phase of assessment of student learning outcomes will be a combination of standard testing (exams and quizzes), supervision by course faculty, evaluations of written materials associated with selected courses, and informal and formal written work and presentations scored by faculty. The second phase will involve the participation of the student's dissertation committee comprised for 3 doctoral faculty members, all of whom teach in the program. These faculty will assess students' work each semester and will oversee prospectus, proposal and final defenses. Assessment materials will include: 1) a plan of study; 2) a rubric with scoring for each area; and 3) a scoring rubric for each dissertation defense. The third and final phase of assessment will involve the completion and defense of the student's dissertation.

Every doctoral student will be evaluated each academic year to assess their demonstrated competencies on each of the learning outcomes. Also, each student dissertation will be assessed for adherence to learning outcomes.

Administration: The program will be administered by the College of Education, Dr. Dionne Rosser-Mims, Dean; and the Division of Professional Studies, Dr. Julius J. Wingate, Chair.

Peer Review: A total of four graduate deans participated in the review of the program. Three voted to approve the proposed program, and one voted to disapprove the program. Out of the

four respondents, three commented on the program. One respondent stated, “Seems like a reasonable extension of the work in Global Leadership that TROY has been doing.”

Accreditation: There is no recognized accrediting agency for this program.

Curriculum: The program will have specializations in Organizational Leadership, Strategic Communication, Public Administration, Instructional Leadership and Administration, and Higher Education.

Doctoral Core	19
Research Requirements	10
Area of Specialization	18
Dissertation	12
Total Semester Hours	55

Also according to the proposal, the following new courses will be developed for the program:

GLOL 8XXX Introduction to Doctoral Study in Global Leadership	3	New
GLOL 8XXX Innovation in Global Leadership	3	New
GLOL 8XXX Cultures, Values, and Ethics in a Global Environment	3	New
GLOL 8XXX Global Leadership	3	New
GLOL 8XXX Policy and Politics in Global Leadership	3	New
GLOL 8XXX Internship in Global Leadership	3	New
GLOL 8XXX Global Leadership Seminar (maximum of 3 times)	1	New
RES 8XXX Mixed Methods in Research Methodology	3	New
RES 8XXX Qualitative Research Methodology	3	New
RES 8XXX Assessment and Evaluation in Global Organizations	1	New
GLOL 8XXX Writing the Dissertation in Global Leadership	9	New
GLOL 8XXX Dissertation	3	New
GLOL 8XXX Writing the Dissertation in Global Leadership	9	New
GLOL 8XXX Dissertation	3	New
LDR 8XXX Introductory Seminar in Organization Leadership	3	New
LDR 8XXX Seminar in Supervision	3	New
LDR 8XXX Seminar in Legal and Financial Concerns	3	New
LDR 8XXX Seminar in Human Resource Development	3	New
LDR 8XXX Seminar in Planning and Management	3	New
LDR 8XXX Advanced Seminar in Organizational Leadership	3	New
COM 8XXX Topics in Communications	3	New
COM 8XXX Seminar in Conflict and Communication	3	New
COM 8XXX Survey of Communication Studies	3	New
COM 8XXX Readings in Contemporary Issues in Communication	3	New
COM 8XXX Communication Capstone	3	New
COM 8XXX Seminar in Media Processes and Effects	3	New
PA 8XXX Introductory Seminar in Public Administration	3	New
PA 8XXX Readings in Public Administration I	3	New
PA 8XXX Advanced Readings in Public Administration I	3	New
PA 8XXX Seminar in Public Administration I	3	New
PA 8XXX Seminar in Public Administration II	3	New
PA 8XXX Advanced Seminar in Public Administration	3	New
ILA 8XXX Introductory Seminar in Instructional Leadership & Admin	3	New
HEA 8XXX Introductory Seminar in Higher Education	3	New
HEA 8XXX Global Higher Education Leadership	3	New
HEA 8XXX Global Perspectives in Higher Education	3	New
HEA 8XXX Disruption and Innovation in Global Higher Education	3	New

HEA 8XXX Contemporary Issues in Global Higher Education	3	New
HEA 8XXX Advanced Seminar in Higher Education	3	New

Collaboration: Collaboration is not being sought because there are no other similar programs in the state.

Distance Education: The proposed program will be offered fully online, face-to-face, and in a blended format for all campuses.

Admissions: According to the proposal, the Ph.D. program in Global Leadership will admit students once per year (Fall Admission). Students residing in the U.S. must register by May 1, international residents by March 1. Additional admission requirements are as follow:

1. A Master's degree in a related field with a minimum grade point average of 3.0 on a 4.0 scale from a regionally accredited university or college is required.
2. Must have earned a minimum cumulative GPA of 3.0 (4.0 scale) on all post-secondary coursework.
3. Applicants must first be admitted to Troy University as a graduate student, and then be admitted to the Ph.D. Program in Global Leadership and Innovation.
4. Complete a successful interview by the Doctoral Admissions Committee.
5. Submit three letters of professional reference addressing academic ability, professional competence, and leadership potential.
6. Submit a 1000-word Letter of Intent (Writing Sample*) describing professional goals and how completion of the Ph.D. program in Global Leadership and Innovation will enhance future roles and activities. The letter should include education, work experience, research experiences, publications, presentations, community service, professional memberships, and service.

The goal of the writing sample is to measure the applicant's ability to write clearly and succinctly in an academic fashion. The writing sample will assist the Doctoral Admissions Committee in evaluating the applicant's research, writing, analytical and problem-solving skills. The writing sample is to be written solely by the applicant. The writing sample should follow the guidelines of the American Psychological Association (APA).

The writing sample will be evaluated on the following criteria: 1) Writing Development and Critical Thinking – ability to articulate the primary concept and inform the reader of its focus; 2) Organization and Structure – development of the topic to include fluid transitions; 3) Paragraph Development – use of transitions and language within each paragraph; 4) Mechanics – appropriate spelling, grammar, and punctuation; and 5) Use of Writing Style. The writing sample could also include accepted or published research that the applicant has been sole or co-author of a research project. The applicant must submit a pdf of the paper with publication citation or a link to the publication.

7. TOEFL scores are required for all international students; this requirement is waived if the student has earned a bachelor's or master's degree from a regionally accredited US institution. Students scoring 80 or higher on the Internet-based TOEFL Test, 213 or higher on the Computer-based Test, and a 550 or higher on the Paper-based TOEFL Test will be given full consideration for admission into the Doctoral Program.

8. Submission of GRE scores (verbal and quantitative): Students scoring 297 on the Revised GRE (includes Verbal and Quantitative score totals only) will be given full consideration for admission.

Doctoral Admissions Committee: The Doctoral Admissions Committee will be composed of all Global Leadership faculty with doctoral directive status. The Doctoral Admissions Committee will review all eligible applicants and make a recommendation regarding an applicant's admission into the Ph.D. in Global Leadership and Innovation Program. After a decision has been made, applicants will be notified of their status. All students admitted into the program will work with the Doctoral Program Director for the first year. At that time the Director and each student will confer regarding:

- a. Preparing a preliminary Program of Study,
- b. Finalizing a doctoral dissertation committee.

Doctoral students may earn no more than six semester hours of grades below "B." Students who earn more than six semester hours of "C" grades or below are automatically academically suspended from the University for a period of one calendar year, at which time the student may petition the Dean of the Graduate School for readmission. Students who are academically suspended are prohibited from attending the Graduate School or any academic level of the University for a period of one calendar year. Any courses taken at another university during the time of academic suspension will not be accepted for credit.

All credits used to satisfy Ph.D. degree requirements may not exceed eight years at the time of degree completion. A student not enrolled with Troy University for three years or more must meet all degree requirements current at the time of readmission. Graduate students may petition for readmission to the Graduate School only twice. Under no circumstances may a student be enrolled in another institution while enrolled at Troy University without prior transient authorization.

Admission to Doctoral Candidacy

Students seeking to enter Doctoral Candidacy must have:

1. Completed all coursework with a GPA of 3.0 or higher;
2. Received approval and finalized a doctoral dissertation committee;
3. Passed Doctoral Dissertation Proposal; and,
4. Completed all program requirements.

Need: Over 425 foreign-based businesses operate in Alabama; each has a domestic and international market, to include automotive, aerospace, agribusiness, chemicals, biotechnology, electronics, and steel (Economic Development Partnership of Alabama, 2018; Hanover Associates, 2018a). Troy University operates in the five foreign trade zones designated in Alabama: Birmingham, Dothan, Huntsville, Mobile, and Montgomery. Also, the Alabama Department of Commerce has offices in Europe, China, Japan, and Korea. In 2018, Alabama Governor Ivey, targeting global trade development in Alabama, proposed the need for new initiatives that target the addition of 500,000 highly-skilled employees to Alabama's workforce by 2025 in response to increasing employer demands for the higher levels of talent needed in modern workplaces (Underwood, 2018). TROY's proposed Ph.D. Program in Global Leadership will address that need by supplying globally savvy graduates to business, industry, and education.

In Alabama, the fields of general and operations management and postsecondary business education, according to Hanover Associates (2018a), are growing “as fast as average” for all statewide industries, which are projected to experience 7.7 percent average annualized growth between 2014 and 2024. Economists expect that social and community service management will add jobs “faster than average,” while the field of management analysis will grow “much faster” than the statewide average (Projections Central, 2018). According to Hanover Associates, general management fields (excluding chief executives) are experiencing steady to robust growth at all geographic levels. Alabama employers in governmental, non-governmental, educational, corporate, and business settings continue to post local, regional, and international job opportunities for mid-level and senior level employees in the field of global leadership. Higher than average salaries (average \$116,760 compared to \$44,100 for all occupations in Alabama) and low unemployment rates (between 1.5 and 3.5 percent) in the state should make this an attractive professional path for students to pursue.

Graduates of TROY’s Ph.D. in Global Leadership program are likely to experience strong employment prospects in the state of Alabama. According to JobsEQ data, there were 2,914 jobs posted online locally, regionally, and nationally within the last 180 days for select occupations related to global leadership and change (Hanover Associates, 2018a). Given the breadth of TROY’s proposed program, graduates would likely encounter additional job prospects, depending on their area of specialization (Hanover Associates, 2018a, 2018b).

A fall 2018 market analysis by Hanover Associates (2018a) stated the proposed Ph.D. program in Global Leadership “is an emerging field” (p. 4). The initial market analysis by Hanover Associates (2018a) used a demand analysis methodology to ascertain student demand for specific degree programs in the state, national, and global labor marketplace. The international nature of the program and format of the program also opens possibilities for participation in the Ph.D. program from early career or mid-career professionals located in diverse cities, regions, states, and countries. Professional consultation and research opportunities in Alabama may include, but are not limited to: research associates, post-doctoral researchers, grant writers, and program analysts, in diverse fields such as banking, power and gas, insurance, healthcare, and education. Data from the market analysis by Hanover Associates (2018a) suggested, “Within the field of global leadership and innovation, student demand for educational leadership and administration and management degrees is growing at all geographic levels” (p. 4). No other Ph.D. program in Global Leadership exists in public higher education institutions in the state of Alabama.

A 2018 Business Facilities article acknowledged, “In Alabama, they’ve nailed the economic development fundamentals — maximizing resources with regional cooperation, a diverse growth strategy, world-class workforce training — and they’re running up the score with one big-ticket project after another” (Underwood, 2018a, p. 1). Greg Canfield, Secretary of the Alabama Department of Commerce stated, “Increasingly, high-performing companies from around the world are discovering that Alabama offers a great business climate and a support system that includes top-flight job training services” (Underwood, 2018b, p. 1). Additionally, Canfield reported the need to continue a strategic focus to align both education, needed workforce skills, and meaningful career opportunities at world-class companies Alabama is trying to attract to the state (Harter & Adkins, 2017).

According to TROY officials, the proposed Ph.D. program in Global Leadership is a unique offering in the state of Alabama and would serve well-documented societal, educational, and economic need for globally aware and prepared leaders with human relations competencies and the organizational and managerial competencies needed to operate complex organizations.

Student Demand: To ascertain interest in the program the following analyses were used to estimate enrollment. Hanover Associates conducted a market analysis in 2018. The initial market analysis (2018a) used a demand analysis methodology to ascertain student demand for specific degree programs in the state, national, and global labor marketplace. No Ph.D. programs in Global Leadership have been identified in the United States. With foundational knowledge

acquired in the Global Leadership program and specialized skills developed in core classes and concentration areas, graduates can manage responsibilities involving global leadership more effectively, and mid-career professionals will be better positioned to assume greater responsibilities in areas requiring global leadership knowledge.

Hanover Associates (2018b) completed a Program Survey Demand to gather data for enrollment projections. Survey questions included the following:

1. What is the level of interest for the proposed Ph. D in Global Leadership program among Troy University's students and alumni?
2. What is the level of interest in obtaining a doctorate degree?
3. Which clientele groups express the most interest in the proposed program in Global Leadership?

Survey responses suggested a significant amount of interest in the degree in Global Leadership program with Hanover Associates reporting the following (n=631):

- 156 respondents (23.25 percent) were extremely interested in the Ph.D. Program in Global Leadership.
- 149 respondents (22.21 percent) were very interested.
- 156 respondents (23.25 percent) were moderately interested.
- 97 respondents (14.46 percent) were slightly interested.
- 88 respondents (13.11 percent) were not at all interested.

Survey response data reflected that specialization interest was reflected in Public Administration and International Relations (273 respondents); Educational Leadership (218 respondents); Strategic Communications (198 respondents), International Management/Data Analytics/ Economics (161 respondents), and Healthcare Leadership/Administration (150 respondents). Additionally, respondents indicated their interests in working in the field of Global Leadership and Innovation-related industries (n=1,555).

Survey Respondents Interest in the Field of Global Leadership.

Area	Number interested
Government – Federal	300
Education – Higher	287
Government – State	238
Non-Governmental Organizations	220
Healthcare/Medical	164
Research – Think Tanks	154
Military	145
Other	30
None of the above	17

Source: Hanover Associates (2018b).

Survey Respondents Interest in Enrollment in Global Leadership Program.

Enrollment Likelihood	Number
Extremely Likely	104
Very Likely	121
Moderately Likely	183
Slightly Likely	111

Not at All Likely	17
I Don't Know/Not Sure	45

Source. *Hanover Associates (2018b)*.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 4

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 2

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 1

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

Support Staff: No additional support staff was indicated.

Fellowships and Assistantships: TROY officials are requesting two Doctoral Teaching Fellowships totaling \$20,000 for each year employed. Doctoral Teaching Fellows will teach undergraduate lecture courses and assist faculties in research endeavors. One post-doctoral fellow will be employed at \$20,000 per year to assist in graduate teaching and conducting.

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

Facilities: No new facilities will be required.

Library: The main library on the Troy, AL, campus has a collection of approximately of one million items in microform, 300,000 bound volumes, and 40,000 media items. In addition to physical materials, all Troy libraries provide 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. The physical libraries on the Dothan and Montgomery campuses have collections over more than 100, 000 bound volumes. Graduate students can use the InterLibrary Loan feature to access additional materials for their research. There are also 10 group/personal study rooms available for students to use for research, group projects, and general studies. Students can also receive assistance from the Reference Librarian assigned to their college, Live Chat! (online IM session with a Troy Reference Librarian) and LibGuides created for specific courses taught at different Troy campuses. Library resources include the following:

- The Henry Stewart Journal Collection contains well over 4,000 original, peer-reviewed case studies, research reports and best practice papers in the fields of finance, digital business, management, marketing and real estate.

- Mergent Archives is an online database featuring a vast, indexed collection of more than a century's worth of global corporate and industry related documents covering over 100 countries and industries.
- Computer Database provides access to leading business and technical publications in the computer, telecommunications, and electronics industries. The database includes more than 600 journals and periodicals, providing information on computer-related product introductions, news and reviews in areas such as hardware, software, electronics, engineering, communications, and the application of technology.
- Educator's Reference Complete is a collection of more than 1,100 periodicals and 200 reports resource for any educator--from the school teacher and administrator to those studying in the field at the collegiate and graduate level, including the Eric database from multiple levels of education from preschool to college, and every educational specialty--such as technology, bilingual education, health education, and testing.
- EBSCO Databases Combined are accessible via the EBSCOhost user interface are listed separately on the Library's database page, and include Academic Search Complete, Business Source Premier, CINAHL, PsycINFO, SoclIndex, and SportDiscus.
- Marketline Advantage provides business news, opinion, and latest published reports help users to understand key trends and events, while qualitative and quantitative data and analysis support business research programs.
 - Companies (30,000+ company profiles covering SWOT analysis, financials company analyses, executive biographies)
 - Countries (110+ profiles, PESTLE analyses, emerging markets, qualitative and quantitative reports)
 - Industries (3,500 profiles, markets and geographies, global retail, Porters 5 forces)
 - Products (New products launches, innovation ratings, company profiling)
 - News and Opinion (Daily news feeds, expert views, financial deals dating back to 1962)
 - Country Statistics (This database provides macro/socio-economic and demographic data for 215 countries worldwide, both historical and forecasted)
 - Market Data Analytics (This database includes comprehensive data across the world.)
 - Electronic resources will be available to the students 24/7.

Program Budget: The proposal projected that \$438,000 in new funds will be required for the program in the first five years, and that \$2,804,844 will be available over the same period through tuition.

Attachment 3

**Troy University
 Doctor of Philosophy in Global Leadership**

Required Core Courses (21 Semester Hours)	SH	New Course	New Syllabus
GLOL 8XXX Introduction to Doctoral Study in Global Leadership	3	New	X
GLOL 8XXX Innovation in Global Leadership	3	New	X
GLOL 8XXX Cultures, Values, and Ethics in a Global Environment	3	New	X
GLOL 8XXX Global Leadership	3	New	X
GLOL 8XXX Policy and Politics in Global Leadership	3	New	X
GLOL 8XXX Internship in Global Leadership	3	New	X
GLOL 8XXX Global Leadership Seminar (maximum of 3 times)	1	New	X

Research Courses			
RES 8XXX Mixed Methods in Research Methodology	3	New	X
RES 8XXX Qualitative Research Methodology	3	New	X
RES 8XXX Quantitative Research Methodology	3	No	
RES 8XXX Assessment and Evaluation in Global Organizations	1	New	X

Dissertation Courses			
GLOL 8XXX Writing the Dissertation in Global Leadership	9	New	X
GLOL 8XXX Dissertation	3	New	X

Specializations

Organizational Leadership (18 Semester Hours)

LDR 8XXX Introductory Seminar in Organization Leadership	3	New	X
LDR 8XXX Seminar in Supervision	3	New	X
LDR 8XXX Seminar in Legal and Financial Concerns	3	New	X
LDR 8XXX Seminar in Human Resource Development	3	New	X
LDR 8XXX Seminar in Planning and Management	3	New	X
LDR 8XXX Advanced Seminar in Organizational Leadership	3	New	X

Strategic Communication (18 Semester Hours)

COM 8XXX Topics in Communications	3	New	X
COM 8XXX Seminar in Conflict and Communication	3	New	X
COM 8XXX Survey of Communication Studies	3	New	X
COM 8XXX Readings in Contemporary Issues in Communication	3	New	X
COM 8XXX Communication Capstone	3	New	X
COM 8XXX Seminar in Media Processes and Effects	3	New	X

Public Administration (18 Semester Hours)

PA 8XXX Introductory Seminar in Public Administration	3	New	X
PA 8XXX Readings in Public Administration I	3	New	X
PA 8XXX Advanced Readings in Public Administration I	3	New	X
PA 8XXX Seminar in Public Administration I	3	New	X
PA 8XXX Seminar in Public Administration II	3	New	X
PA 8XXX Advanced Seminar in Public Administration	3	New	X

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Instructional Leadership and Administration (18 Semester Hours)

ILA 8XXX Introductory Seminar in Instructional Leadership & Admin	3	New	X
ILA 7700 Adult Learning Theories & Managing Change*	3	No	X
ILA 7703 Law, Ethics, & Policy Development*	3	No	X
ILA 7746 Organization and Human Resource Development*	3	No	X
ILA 7793 Program Evaluation*	3	No	X
ILA 8XXX Advanced Seminar in Instructional Leadership & Admin	3	New	X

*Revisions to current Master Syllabus

Higher Education (18 Semester Hours)

HEA 8XXX Introductory Seminar in Higher Education	3	New	X
HEA 8XXX Global Higher Education Leadership	3	New	X
HEA 8XXX Global Perspectives in Higher Education	3	New	X
HEA 8XXX Disruption and Innovation in Global Higher Education	3	New	X
HEA 8XXX Contemporary Issues in Global Higher Education	3	New	X
HEA 8XXX Advanced Seminar in Higher Education	3	New	X

Attachment 4

Alabama Commission on Higher Education

GUIDELINES FOR INSTRUCTIONAL ROLE FOR 2015-19 – NEW FORM

These Guidelines are in effect from October 1, 2015 through September 30, 2019

Instructional role is defined as the matrix of academic subdivision groupings (ASG) and degree award levels approved for a university or two-year college by the Commission. For the 2015-19 planning period, there will be two instructional role matrix templates, one for universities and one for two-year colleges (refer to Appendix A). Each institution's instructional role matrix will be generated by applying the programs in the Commission's academic program inventory to the appropriate instructional role matrix template. Cells in the matrix will either be empty or display an "X". Empty cells are not considered within the institution's current role, and "X" cells indicate that the ASG and degree level are within the institution's role and that at least one program is currently offered.

Role Expansion: Role expansion is defined as approval of a new program proposal that would: a) replace an empty cell on an institution's matrix with an "X," and/or b) add a new CIP code to the instructional role matrix template. Role expansion can occur by expanding to a higher degree level and/or expanding to a new academic subdivision grouping.

Parameters for Role Expansion for 2015-19: Through the adoption of general parameters guiding role expansion, the instructional role process allows the Commission to set the parameters for new program development through broad guidelines for a five-year planning period. These parameters will become effective upon approval by the Commission and will continue in effect until the adoption of an instructional role policy for the next planning period.

- 1. There will be no change in the instructional role matrix template for two-year colleges. The instructional role matrix template for . . .**
 - Community colleges accredited by the Southern Association of Colleges and Schools - Commission on Colleges (SACS-COC) will include only Certificate (30-60 sh), AA, AS, AAS & AOT awards.
 - Technical colleges accredited by the SACS-COC will include only Certificate (30-60 sh), AAS & AOT awards.
 - Technical colleges accredited by the Council on Occupational Education (COE) will include only Certificate (30-60 sh), AAT, & AOT awards.

Note: All two-year colleges also offer short certificates that are less than or equal to 30 semester hours. However, those certificates are not reflected on the Commission's instructional role matrix because they are not subject to Commission approval and are not listed in the Commission's inventory.

2. Consideration of Program Proposals above the Instructional Role Level Recognized by the Commission:

- a. Proposals for new academic programs must be in agreement with the institution's description in state statute. Proposals for programs that are outside the statutory description of the institution will be considered incomplete and returned to the proposing institution.
- b. Consideration of Proposed Higher Degree Programs in a Single Discipline:

The Commission will receive, review, and vote on program proposals in a single discipline at a level higher than an institution's Commission-recognized instructional degree level if the following applies:

The proposed program shall contribute strategic benefit to the configuration of current public institution offerings in the state of Alabama.

“Strategic benefit” is defined as significant and meaningful overall benefit for the state of Alabama, and includes:

- (1) Alabama’s need for graduates in the field;
- (2) the program’s academic quality and articulation with the institution’s academic mission;
- (3) demonstrating no substantive needless duplication [Alabama code 16-5-8(4)(b)] with other Alabama Public Universities;
- (4) justification of having no anticipated/projected adverse influence on enrollments at public institution(s) already having that program [as determined by the Academic Program Inventory CIP code], particularly those within 50 miles of the proposing institution or within that service area;
- (5) priority consideration being accorded to institution(s) with seniority in that service area [Alabama Code 16-5-10];
- (6) the proposed program must serve and provide documentation of strong, distinct, and well-documented societal, educational, and economic need for Alabama.

Additionally, the following factors shall be considered by the Commission:

- (1) the program’s academic quality (e.g., as reflected by recognition from accrediting bodies, learned societies and affiliations for that discipline) and articulation with the institution’s academic mission;

- (2) the proposed program's documentation that the curriculum is timely, reflects substantive student demand, and will result in strong prospects for graduates' employment;
- (3) formal collaboration with an Alabama unique resource or facility shall be another factor of important consideration;
- (4) inter-institution collaboration (or attempted collaboration by the proposing institution);

The process and purview of judging "strategic benefit" and other relevant factors shall be the determination and recommendation of the Instructional Affairs Advisory Committee.

Notwithstanding "**strategic benefit**" and related factors directly above, The Commission will review program proposals in a single discipline at a level higher than an institution's Commission-recognized instructional degree level if accreditation criteria applies:

Accreditation - An elevation in degree-level for an existing program is required by the recognized accrediting agency for that single discipline program and must be attained to continue the program's accreditation. The institution must provide conclusive and unambiguous documentation from the agency accrediting the program. In this instance the proposal will be presented as a decision item.

- c. During the review process if staff determines that a higher degree program(s) single discipline program proposal does not meet the criteria above (strategic benefit or accreditation), the staff recommendation will be to "not approve" the proposal.

In this instance, procedurally the proposal including staff recommendation, shall be brought forth for full Commission review, consideration, and vote to accept or reject the staff's recommendation.

- d. If a single discipline elevation proposal does not receive an approve vote, the institution may not resubmit that program's revised single discipline proposal until at least one year has elapsed from date of refusal.

ACHE Bylaws Article 5 state:

"The positive recommendation of a new instructional program, new unit of instruction, research, or public service, or a new public institution of higher education (as provided in Code of Alabama, 16-5-4(b)) shall require the concurrence of a majority (7) of all the members of the Commission.

A new instructional program, new unit of instruction, research, or public service, or a new public institution of higher education that receives a negative recommendation by a majority vote of Commission members present may be reconsidered after one

year provided that in the judgment of the Commission substantive changes indicate the need for reconsideration.

A new instructional program, new unit of instruction, research, or public service, or a new public institution of higher education 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.”

- e. Receipt of a proposal for review by the Commission does not imply approval of the program. The proposal still will be subject to the regular academic program review process, vote by the Commission, and post-implementation procedures and conditions.
- f. The Commission, at its discretion, may include additional post-implementation conditions to those typically required.
- g. An institution submitting a higher degree level program(s) in a single discipline will be evaluated and voted on by the Alabama Graduate School Deans or Chief Academic Officers.
- h. Unless specifically required in writing by the accrediting body addressed to ACHE or by state statute:**

(1) the institution shall attain three successful single discipline program implementations in three (3) different CIP codes (2-digit classification) before it may request an expansion of institutional instructional role to a higher degree level; and

(2) the institution shall not seek a fourth (4th) discipline implementation before an expansion of institutional instructional role to a higher degree level request has been approved by the Commission.

Successful implementation is defined as two years of acceptable post-implementation information including enrollment data, assessment results of the program learning objectives, as well as survey results of faculty and student feedback regarding each program’s efficacy, and documentation of ongoing steps that have been implemented to facilitate graduates’ employment. The Commission realizes that some data measures may have limited availability or determination within a two-year timeframe.

Successive single discipline program implementation requests are evaluated sequentially in that demonstration of prior success is a substantive factor in subsequent review process(es). An institution is not “automatically” granted three single discipline program request opportunities.

• Institutions recognized by the Commission with a doctoral role are: Alabama A&M University, Alabama State University, Auburn University, The University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, University of South Alabama.

- i. In the ACHE Standard calculation doctoral institutions receive a higher component cost factor than nondoctoral institutions for some components.

For the purposes of the ACHE Standard calculation, any institution as of the date of the passage of this provision, is considered a nondoctoral institution that has a Commission approved doctoral program will be given the appropriate doctoral weights only for the credit hours that result from the implementation of the approved program. These credit hours also shall receive the doctoral library factor in the ACHE Standard calculation.

That is, under the ACHE Standard calculation an institution will receive **weighted program(s)** until a doctoral role change is made. The institution will not receive full doctoral weighting until a role change occurs.

More specifically, once an institution attains three (3) ACHE approved Doctoral programs in three (3) different CIP categories (2-digit classification) **and** the role change has been approved by the Commission, it will then be considered a Doctoral institution for the purposes of the ACHE Standard calculation and will receive the same component cost factors as other institutions.

NOTE: Any similar provisions previously placed on an institution as part of a program approval prior to the revision of this policy are still in effect.

3. Consideration of Requests for the Expansion of Institutional Instructional Role to a Higher Degree Level:

- a. To be considered for any expansion of instructional role to a higher level, the request must be aligned with applicable State statute recognizing it.
- b. The Commission will use all of the following criteria to evaluate and approve or disapprove requests for expansion of institutional role to a higher instructional level:

(1) successful implementation of three single discipline proposals shall precede a role expansion request;

(2) the institution's mission;

(3) institutional readiness (defined as faculty credentials, financial resources, and institutional commitment);

(4) rationale for the expansion to a higher instructional level;

(5) relationship of the requested role expansion to the state's strategic needs, educational goals, and priorities;

(6) no substantive needless role duplication with other Alabama Public Universities;
[Also refer to Alabama code 16-5-8(4)(b)]

(7) justification of having no anticipated/projected adverse influence on enrollments at public institution(s) already having that role [as determined by the Academic Program Inventory CIP code(s)], particularly those within 50 miles of the proposing institution or within that service area;

(8) priority consideration being accorded to institution(s) with role seniority in that service area [Also refer to Alabama Code 16-5-10];

(9) accreditation considerations;

(10) peer and other feedback.

c. During the review process if staff determines that a request for the expansion of institutional instructional role to a higher degree level does not meet the criteria above, the staff recommendation will be to “not approve” the request.

In this instance, procedurally the higher level role expansion request including staff recommendation, shall be brought forth for full Commission review, consideration, and vote to accept or reject the staff’s recommendation.

d. Use of Collaborative Programs: The Commission strongly encourages collaborative programs between/among Alabama public institutions where feasible and when in the best strategic interests of the State. To foster collaboration and cooperation to meet significant identified needs, the Commission may approve institutions without an independent doctoral or master's role to participate in joint, shared, and cooperative doctoral or master's programs if the partner institution meets all requirements and has the commitment at that higher level.

Participation in such joint and shared programs will not give such institutions an independent doctoral or master's role and calls for a strong rationale.

Attachment 5

Instructional Role Matrix

Troy University

	ACADEMIC SUBDIVISION GROUPINGS	DEGREE LEVEL			
		ASSOC	BACC	M/ EdS	DOC
1	Agriculture & Renewable Natural Resources (CIP 01, 03)		X		
2	Architecture & Environmental Design (CIP 04)				
3	Business (CIP 52)		X	X	
4	Communications & Related Technologies (CIP 09, 10)		X	X	
5	Education (CIP 13)		X	X	
6	Engineering (CIP 14)				
7	Engineering Technology (CIP 15)		X		
8	Family and Consumer Sciences (CIP 19)				
9	Humanities (CIP 05, 16, 23, 38)		X		
10	Law (CIP 22)				
11	Library Science (CIP 25)				
12	Parks, Recreation, Leisure & Fitness Studies (CIP 31, 36)		X	X	X
13	Protective Services & Public Affairs (CIP 43, 44, 51.1503)		X	X	
14	Biological & Biomedical Sciences (CIP 26)		X		
15	Physical Science/Mathematics & Statistics (CIP 27, 40, 41)		X		
16	Computer & Information Science (CIP 11)	X	X	X	
17	Social & Behavioral Science & History (CIP 42, 45, 54)		X	X	
18	Visual & Performing Arts (CIP 50)		X		
19	Health Related Professions (CIP 51.02, 51.06-51.10, 51.1501, 51.1502, 51.1508, 51.1509, 51.1599, 51.3804, 51.3902, 51.18, 51.23, 51.26)		X		
20	Basic Clinical Health Sciences (CIP 51.14)				
21	Dentistry (CIP 51.04, 51.05)				
22	Medicine (CIP 51.12)				
23	Nursing (CIP 51.3801-51.3803, 51.3805-51.3822, 51.3899)	X	X	X	X*
24	Optometry (CIP 51.17)				
25	Pharmacy (CIP 51.20)				
26	Public Health (CIP 51.22)				
27	Veterinary Medicine (CIP 51.24, 51.25)				
28	Health Sciences, Other (CIP 51.11, 51.27, 51.31, 51.99)				
29	Trade & Industrial (CIP 21, 46, 47, 48, 49)				
30	Liberal Arts/Interdisciplinary Studies (CIP 24, 30)	X	X	X	

Symbols: X = Existing Program

*Doctoral Role for Nursing and Sport Management

DECISION ITEM: UWA-1 University of West Alabama, Bachelor of Science 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 Description/Objective: According to university officials, the proposed BSN Program is a post-licensure program that will take four years to complete. There will be a 1-year online program for post-licensure registered nurses who have already met prerequisite BSN course requirements (liberal arts, humanities, behavioral sciences, natural sciences, and math). The program would be a 2-year online program for post-licensure nurses who would need to complete prerequisite course requirements, in addition to completing the 1-year BSN course requirements. A 2-year component will also exist for students who want to enroll as a part-time student (taking less than 6 hours per semester). The BSN is designed to be flexible and honor the belief that registered nurses lead demanding, productive lives and may need additional time to complete the degree.

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

Mode of Delivery: The proposed program will be delivered via on-campus and distance instruction. Prerequisite courses are all offered on campus and some are delivered via distance technology. It is anticipated that 100 percent of the online delivery will be in an asynchronous format. Students will be required to complete clinical hours with a designated, pre-approved preceptor in clinical courses. As students earn clinical hours, clinical logs with preceptor signatures and comments may be uploaded into the Learning Management System (Blackboard).

Similar Programs: Of the 14 Alabama public universities, a total of nine universities have Bachelor of Science in Nursing programs listed at CIP 51.3801. Universities who do not have Nursing programs are: Alabama State University, University of Montevallo, Alabama A&M University, and Athens State University.

Collaboration: The University of West Alabama's nursing division collaborates with multiple practice partners currently and does not anticipate a need to collaborate with other institutions of higher education at this time.

Resources: The proposal stated that the program will require \$582,000 in new funds over the first five years. A total of \$1,550,575 through tuition will be available over that period.

Public Review: The program was posted on the Commission website from April 8 until April 28 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. According to the Bureau of Labor Statistics employment of registered nurses is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations.
2. The Alabama State Nurses Association identified critical nursing issues within the state that include 1) a critical shortage of nursing faculty, 2) impending critical shortage of hospital-based nurses, 3) retention of nurses who are educated in Alabama, 4) recruitment of qualified nurses into the nursing profession, and 5) higher salaries for nurses.

DECISION ITEM: UWA-1

University of West Alabama, Bachelor of Science in Nursing (CIP 51.3801)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Nursing.

Implementation Date: The proposed program will be implemented in May 2020. Based on Commission policy, the proposed program must be implemented by December 7, 2021 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 24, based on the proposal.
2. That the annual average number of graduates for the period 2021-22 through 2026-27 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal and to also include data showing related employment and/or acceptance into a graduate program.

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 June 1, 2027.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of West Alabama program proposal, received March 14, 2019, 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: <i>The University of West Alabama</i>								
PROGRAM: <i>Bachelor of Science in Nursing</i>								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY	68,000	68,000	72,000	72,000	96,000	96,000	110,000	582,000
LIBRARY	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0
TOTAL	68,000	68,000	72,000	72,000	96,000	96,000	110,000	582,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	149,500	149,500	193,375	196,950	240,825	288,275	332,150	1,550,575
TOTAL	149,500	149,500	193,375	196,950	240,825	288,275	332,150	1,550,575
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	15	35	35	45	50	55	39.1
PART TIME HEADCOUNT	Year 1 - No data reporting required	5	5	6	6	7	7	6
TOTAL HEADCOUNT	Year 1 - No data reporting required	20	40	41	51	57	62	45.1
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	15	20	20	25	30	35	24.1
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	5	10	13	17	17	18	13.3

Attachment 2

Summary of Background Information

Bachelor of Science in Nursing
University of West Alabama

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

Program Description: According to university officials, the proposed BSN Program is a post-licensure program that will take four years to complete. There will be a 1-year online program for post-licensure registered nurses who have already met prerequisite BSN course requirements (liberal arts, humanities, behavioral sciences, natural sciences, and math). The program would be a 2-year online program for post-licensure nurses who would need to complete prerequisite course requirements, in addition to completing the 1-year BSN course requirements. A 2-year component will also exist for students who want to enroll as a part-time student (taking less than 6 hours per semester). The BSN is designed to be flexible and honor the belief that registered nurses lead demanding, productive lives and may need additional time to complete the degree.

Student learning outcomes for the program state that upon completion of the program, graduates should:

1. Demonstrate knowledge of molecular, cellular, and tissue-level organization of the central and peripheral nervous systems.
2. Demonstrate knowledge of cellular communication.
3. Demonstrate knowledge of the neurophysiology, neuroanatomy, and neurochemistry underlying brain function and development.
4. Demonstrate an understanding of the principles by which behavior and cognition are studied and organized.
5. Demonstrate the ability to understand interactions among brain neurobiology, cognitive function, and neurobehavioral disorders.
6. Demonstrate the ability to orally present and write hypotheses and research plans to test hypotheses that are neuroscience based.

Administration: The program will be administered by the College of Liberal Arts, Dr. Joseph Aistrup, Dean; and the Department of Psychology, Dr. Ana Franco-Watkins, Chair.

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

Accreditation: The Accreditation Commission for Education in Nursing (ACEN) is the accrediting agency through which UWA will seek accreditation. University officials wish to provide a high-quality education for UWA graduates and want to seek the guidance and scrutiny that accreditation provides. The existing Associate of Science in nursing program at UWA is accredited by the ACEN.

Curriculum: The following new courses will be added to the proposed program: Nursing Theory; Health Assessment; Concepts of the Professional Nursing Role; Community/Public Health Concepts; Evidence Based Practice & Concepts of Nursing Research; Leadership in Professional Nursing Practice; and Nursing Informatics.

Program Completion Requirements:

Credit hours required in major courses	27
Credit hours in general education core:	54 semester hours (sh)
Credit hours required in support courses:	42 sh
Credit hours required in free electives:	0 sh
Total:	123 sh

Collaboration: The University of West Alabama's nursing division collaborates with multiple practice partners currently and does not anticipate a need to collaborate with other institutions of higher education at this time. UWA remains open to all opportunities that will advance nursing education.

Distance Education: The proposed program will be delivered via on-campus and distance instruction. Prerequisite courses are all offered on campus and some are delivered via distance technology. It is anticipated that 100 percent of the online delivery will be in an asynchronous format. Students will be required to complete clinical hours with a designated, pre-approved preceptor in clinical courses. As students earn clinical hours, clinical logs with preceptor signatures and comments may be uploaded into the Learning Management System (Blackboard).

Admissions: The proposed BSN program is a post-licensure degree program, in which the prospective student is already a graduate of a nursing program (associate or diploma) who has a nursing license or is eligible to take the licensure examination and obtain licensure. Licensure should be obtained prior to entering or prior to completion of the first semester of the online BSN (non-clinical coursework). The student must be eligible to practice nursing fully and without restriction in the state in which they hold licensure.

Concerning out-of-state students, as a participating institution in the National Council of State Articulation and Reciprocity Agreements (SARA), UWA understands that a formal notification by the institution to the student indicating that the programs/courses meet or do not meet the student's state professional certification/licensure requirements as part of the enrollment process is required. Any Institution operating under SARA policies that offers courses or programs potentially leading to Professional Licensure must keep all students, applicants and potential students who have contacted the Institution about the course or program informed as to whether successful completion of such offerings would actually meet state licensing requirements. For purposes of SARA, this must be done in one of two ways: a. The Institution may determine whether the course or program meets the educational requirements for Professional Licensure in the State where the applicant or student resides and provide that information in writing to the applicant or student. If, after making all reasonable efforts, the Institution is unable to determine whether the program meets the educational requirements for professional licensure, or b. After making all reasonable efforts to make such a determination, if unsuccessful, the Institution may notify the applicant or student in writing that the Institution cannot confirm whether the course or program meets educational requirements for Professional Licensure in the student's or applicant's State, provide the student or applicant with current contact information for any applicable licensing boards, and advise the student to determine whether the program meets requirements for Licensure in the State where the student is located.

Need: In 2018, the Alabama State Nurses Association identified critical nursing issues within the state. Those issues include 1) a critical shortage of nursing faculty, 2) impending critical shortage of hospital-based nurses, 3) retention of nurses who are educated in Alabama, 4) recruitment of qualified nurses into the nursing profession, and 5) higher salaries for nurses. The creation of a BSN program at UWA can help alleviate the nursing shortage because graduates from UWA tend to stay in the state. Offering alternative options to attain a nursing degree can attract more nursing students when the options allow for more flexibility and the opportunity to earn an income while attaining the degree. Graduates of the existing Associate of Science in nursing program at UWA can smoothly transition into an online BSN program and gain higher education, allowing

Alabama nurses an opportunity to gain more skills and become more qualified in the professional aspect of nursing as it relates to managing care for multiple patients, groups, or communities. Gaining the BSN degree will position Alabama nurses to further their education to attain graduate degrees, which may lend itself to the pursuit of nursing education or nurse faculty opportunities, especially serving as preceptors and clinical faculty. More skilled nurses are needed to build a healthy nursing workforce.

Student Demand: The Division of Nursing at UWA conducted a survey of current students (expected graduation May 2019) in the nursing program and recent graduates (May 2018). Current students were asked two questions regarding the online BSN degree. First students were asked about their educational plan upon graduating from the ASN program. Table 1 represents the results of this from the current students' survey, while Table 2 represents the results of the graduate surveys.

Table 1: Current UWA ASN Nursing Students Educational Goals

Upon completing the ASN program at UWA, I plan to:	46 out of 55 students responded	Response Rate = 83.6%
Begin school to obtain my Bachelor of Science in Nursing degree	29 students	63.04%
Return to school in the next one to two years to earn my Bachelor of Science in Nursing degree	16 students	34.78%
Work as a Registered Nurse. I don't plan on earning additional degrees.	1 student	2.17%
Separator		
If UWA offered an online RN to BSN degree program, I would:	45 out of 55 students responded	Response rate = 81.8%
Definitely be interested in enrolling	27	60.00%
Probably be interested in enrolling	17	37.78%
Not be interested in enrolling	1	2.22%

Table 2: 2018 UWA ASN Graduates (surveyed 6 month post-graduation)

Enrollment in RN-to-BSN or RN-to MSN program:	24 out of 44 students responded	Response Rate = 54.5%
Currently enrolled in RN to-BSN program	5 students	20.83%
Plan to return to school in the next two years	19 students	79.17%
Do not plan to return to college	0 student	0%

If UWA offered an online RN to BSN degree program, would you consider (have considered) earning your BSN at UWA:	24 out of 44 students responded	Response rate = 54.5%
Yes	24	100%
No	0	0%
Undecided	0	0%

Faculty/Staff:

Current Primary Faculty—

Full-time: 7

Part-time: 6 (Clinical)

Current Support Faculty—

Full-time: 0

Part-time: 0

Additional faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

Equipment: No new equipment is needed for the program.

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

Library: Currently, the Julia Tutwiler Library at the UWA invests over \$100,000 in resources for Nursing and the Health Sciences. There are 19 nursing and health related databases available to distance learners. Databases include CINAHL Complete, MEDLINE, PubMed, Wiley Online Library, and others. Students in the current ASN program at UWA use these resources to locate references and citations to support evidence-based discussions and projects.

LIBRARY EXPENDITURES FOR NURSING RESOURCES (2017-2018)

Amount Spent on Books	\$1,875.00
Amount Spent on Databases	\$74,374.00
Amount Spent on Infrastructure to Provide Access	\$52,285
Total Spent	\$128,534

Program Budget: The proposal stated that the program will require \$582,000 in new funds over the first five years. A total of \$1,550,575 through tuition will be available over that period.

Attachment 3
Curriculum
Bachelor of Science in Nursing

Course Number and Title	Number of Credit Hours	* If New Course
I. Written Composition: 6 hours		
EH 101. Written English I or EH 103. Honors English I	3	
EH 102. Written English II or EH 104. Honors English II	3	
II. Humanities and Fine Arts: 12 hours		
A. Three or Six semester hours from one of the following sequences:		
EH 221. British Literature I	3	
EH 222. British Literature II	3	
EH 231. American Literature I	3	
EH 232. American Literature II	3	
EH 213. Honors Literature I	3	
EH 214. Honors Literature II	3	
B. Three semester hours from the following:		
SH 100. Principles of Public Speaking	3	
SH 150. Professional Speaking	3	
AT 100. Introduction to Art	3	
TH 100. Introduction to Theatre	3	
MU 100. Introduction to Music	3	
C. Three semester hours from the following:		
PL 204. Medical Ethics	3	
III. Natural Sciences and Mathematics: 19 hours		
A. Four semester hours from the following:		
BY 101. Introductory Biology I	4	
BY 103. Honors Biology	4	
CH 101. Introductory General Chemistry	4	
B. Twelve semester hours from the following:		
BY 231. Human Anatomy and Physiology I	4	

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BY 232. Human Anatomy and Physiology II	4	
BY 240. Microbiology	4	
C. Three semester hours from the following:		
MH 113. Pre-calculus Algebra	3	
Six semester hours from the following:		
BUS 271. Business Statistics	3	
CS 205. Computer Science	3	
IV. History, Social, and Behavioral Sciences: 12 hours		
A. Three or six semester hours from one of the following sequences:		
HY 101. History of Western Civilization I	3	
HY 102. History of Western Civilization II	3	
HY 103. Honors Western Civilization	3	
HY 104. Honors Western Civilization II	3	
HY 211. American History I	3	
HY 212. American History II	3	
B. Nine semester hours from the following:		
PY 100. General Psychology	3	
SY 100. Principles of Sociology or AN 100. Introduction to Anthropology	3	
PY 310. Developmental Psychology	3	
V. UWA Experience: 2 hours		
A. Two semester hours from the following:		
UWA 104. Freshman Seminar for Nursing	2	
VI. Associate Degree Nursing Courses		
A. At least 42 semester hours credit in Associate degree nursing courses, as follows:		
NS 100. Pharmacology	2	
NS 102. Foundations of Nursing Practice I	6	
NS 103. Foundations of Nursing Practice II	6	
NS 201. Maternal-child Nursing	5	
NS 202. Adult Health Nursing	8	
NS 203. Mental Health Nursing	4	
NS 204. Advanced Adult Health and Critical Care Nursing	9	
NS 205. Preparation for Licensure	2	

B. At least 27 hours credit in Bachelor degree nursing courses, as follows:		
NS 310. Nursing Theory	3	*
NS 311. Health Assessment	3	*
NS 312. Concepts of the Professional Nursing Role	5	*
NS 411. Community/Public Health Concepts	5	*
NS 410. Evidence Based Practice & Concepts of Nursing Research	3	*
NS 421. Leadership in Professional Nursing Practice	5	*
NS 420. Nursing Informatics	3	*
Note(s): <ul style="list-style-type: none"> • All students are required to complete either a six-credit hour history or literature sequence. Students opting to enroll in the literature sequence must also complete an approved three-credit hour history course. Students opting to enroll in the history sequence must complete an approved three-credit hour literature course. • If students take two history courses and one literature course, one ADDITIONAL literature, humanities, or fine arts course is required to satisfy the 12-hour humanities core requirement for the BSN degree. 		

DECISION ITEM: JSU-1 Jacksonville State University, Master of Athletic Training in Athletic Training (CIP 51.0913)

EXECUTIVE SUMMARY

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

Program Objective: The vision of the proposed Master's in Athletic Training (MAT) program is to meet and exceed the Commission on Accreditation of Athletic Training Education (CAATE) standards and to prepare students to pass the Board of Certification (BOC) examination in order to become leaders in healthcare settings. The culture at the university will promote a professional atmosphere encompassed by instructor expertise and student motivation, flexibility, and competency throughout the program to enable students to be successfully employed as athletic trainers in such settings as clinics, hospitals, secondary schools, colleges, professional organizations, and industries.

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

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

Similar Programs: The following universities have Athletic Training programs at the Master's level in the Academic Program Inventory: Troy University (MS in Athletic Training), and the University of West Alabama (MAT in Athletic Training).

Collaboration: According to the program proposal, JSU is highly receptive to potential collaboration with other institutions. There are numerous opportunities for collaboration — these include the Community College system and high school districts. The faculty at JSU has great relationships with many school districts in Etowah and Calhoun counties, as well as Jacksonville City schools.

Resources: The proposal projected that a total of \$1,483,397 in estimated new funds will be required to support the proposed program. A total of \$1,703,000 will be available through tuition.

Public Review: The program was posted on the Commission website from April 8 through April 28 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The United States Department of Labor Bureau of Labor Statistics (2019) reports that elementary and secondary schools, higher-education institutions, and spectator sports are leading employment industries for athletic trainers.
2. Given the job growth predicted for athletic trainers, JSU is well positioned to produce graduates to meet the need. According to university officials, JSU has a solid reputation of producing quality graduates in the School of Health Professions and Wellness.

DECISION ITEM: JSU-1

Jacksonville State University, Master of Athletic Training
in Athletic Training (CIP 51.0913)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Athletic Training in Athletic Training implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in May 2020. Based on Commission policy, the proposed program must be implemented by December 7, 2021 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 beginning 2020-21 will be at least 11, based on the proposal.
2. That the annual average number of graduates for the period 2021-22 through 2026-27 (six-year average) will be at least 3.75, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to also include data showing related employment and/or acceptance into a graduate program.

Jacksonville State University (JSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than June 1, 2027.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Jacksonville State University program proposal, dated February 8, 2019. 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								
<i>INSTITUTION: Jacksonville State University</i>								
<i>PROGRAM: Master of Athletic Training in Athletic Training (CIP 51.0913)</i>								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
FACULTY*	\$70,000	\$165,240	\$168,544	\$211,915	\$215,354	\$219,661	\$224,054	\$1,274,768
LIBRARY	\$4,221	\$4,643	\$5,107	\$5,618	\$6,180	\$6,680	\$7,180	\$39,629
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	\$20,000	\$7,000	\$5,000	\$4,000	\$4,000	\$4,000	\$4,000	\$48,000
STAFF**	0	0	0	0	0	0	0	0
ASSISTANTSHIP S	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$52,500
OTHER	\$13,000	\$10,000	\$10,000	\$10,000	\$8,500	\$8,500	\$8,500	\$68,500
TOTAL	\$114,721	\$194,383	\$196,151	\$239,033	\$241,534	\$246,341	\$257,234	\$1,483,397
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT***								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
INTERNAL REALLOCATIONS	\$40,000	\$50,000	\$10,000	\$0	\$0	\$0	\$0	\$100,000
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	\$78,000	\$150,000	\$200,000	\$275,000	\$300,000	\$300,000	\$300,000	\$1,603,000
TOTAL	\$118,000	\$200,000	\$210,000	\$275,000	\$300,000	\$300,000	\$300,000	\$1,703,000
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	6-YEAR AVERAGE
FULL TIME HEAD COUNT	Year 1 - No data reporting required	12	16	22	24	24	24	20
PART TIME HEAD COUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEAD COUNT	Year 1 - No data reporting required	12	16	22	24	24	24	20
NEW ENROLLMENT HEAD COUNT	Year 1 - No data reporting required	6	10	12	12	12	12	11
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	4	5	8	10	10	10	8

Attachment 2

Summary of Background Information

Master of Athletic Training in Athletic Training
Jacksonville State University

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

Program Objective: The vision of the proposed Master's in Athletic Training (MAT) program is to meet and exceed the Commission on Accreditation of Athletic Training Education (CAATE) standards and to prepare students to pass the Board of Certification (BOC) examination in order to become leaders in healthcare settings. The culture at the university will promote a professional atmosphere encompassed by instructor expertise and student motivation, flexibility, and competency throughout the program to enable students to be successfully employed as athletic trainers in such settings as clinics, hospitals, secondary schools, colleges, professional organizations, and industries.

Based on the following student learning outcomes, students will:

1. Practice clinical reasoning and communication skills to promote healthy lifestyle behaviors and to provide optimal interventions that minimize the risk of injury and illness.
2. Effectively perform systematic, evidence-based patient examinations to determine valid clinical diagnoses and formulate plans of care and appropriate referrals.
3. Implement best practices in acute and urgent situations to produce optimal health outcomes.
4. Utilize the evidence-based core concepts of therapeutic interventions to effectively rehabilitate and recondition injuries, illnesses, and medical conditions to achieve optimum levels of activity.
5. Effectively integrate best practices in policy development and implementation, documentation, business ethics, and professionalism to facilitate optimal patient care and professional well-being.
6. Exhibit the skills of a professional athletic trainer as evidenced by a commitment to lifelong learning.

Administration: The program will be administered by Dr. Christie Shelton, Dean, School of Health Professions & Wellness; and Dr. Gina Mabrey, Chair, Department of Kinesiology.

Accreditation: According to the program proposal, accreditation of this program occurs through the Commission on Accreditation of Athletic Training Education (CAATE) who is recognized by the Council for Higher Education Accreditation (CHEA). Discussion is already underway with this agency, and a timeline is being defined for submission of self-study and projected on-site visit dates.

Curriculum: Program Completion Requirements

Credit hours required in major: 59 semester hours (sh)

Credit hours required in minor: n/a

Credit hours in institutional general education or core curriculum: n/a

Credit hours in required or free electives: n/a

Total credit hours required for completion: 59 sh

Assessment: According to JSU officials, the proposed program will be evaluated through several mechanisms. Using the annual reporting process required by the university, student learning outcomes will be measured, and program outcomes will be evaluated. Program outcomes will also be measured and evaluated using the systematic evaluation plan (SEP) developed by the department. The SEP will incorporate the program outcomes and will include the CAATE 2020 Professional Standards for graduate athletic training programs. Identification of data points is informed by the standards as well as programmatic and university needs. Data collected will include but are not limited to the following:

1. Enrollment rates
2. Completion rates
3. Certification pass rates
4. Employment rates
5. Program surveys completed by faculty and students
6. Faculty and course surveys completed by students
7. Alumni surveys
8. Preceptor evaluations
9. Employer surveys

Collaboration: According to the program proposal, JSU is highly receptive to potential collaboration with other institutions. There are numerous opportunities for collaboration — these include the Community College system and high school districts. The faculty at JSU has great relationships with many school districts in Etowah and Calhoun counties, as well as Jacksonville City schools.

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

Admissions: The proposed program has the following admissions requirements:

1. Completed JSU Graduate Application for Admission.
2. A degree in Exercise Science or a closely related field from an accredited institution is required for admission into the MAT.
3. Overall GPA of 3.00 or higher on a 4.00 scale on all undergraduate coursework. Applicants who fail to meet the 3.0 GPA requirement for admission may be eligible for conditional admission to the program with a GRE mean score equal to or greater than 150 or a MAT score equal to or greater than 375. If GRE or MAT scores are required, they must be on file at JSU prior to consideration of program acceptance. Applicants who are granted conditional admission must achieve a GPA of at least 3.25 on the first 9 graduate hours attempted in the MAT program. Failure to meet these conditions will result in the student being dismissed from the MAT program.
4. Complete 50 hours of observation with a certified athletic trainer (ATC and/or LAT) and submit the JSU Athletic Training Observation Verification Form (Note: Observe during busy clinic times so that the student may see many of the duties of an Athletic Trainer— Injury prevention, assessment, treatment, rehab, etc.)

5. Three professional references. First Reference: Must be completed by the ATC who supervised the students' 50 observation hours. b. Second Reference: Must be from a previous university instructor or professor who can attest to the students' academic performance. c. Third Reference: A letter of recommendation from a physician/allied health care provider (MD, DO, AT, PT, etc.) or an instructor, or previous employer.
6. Submit a Professional Résumé, including education and relevant experience.
7. Successful completion of the following courses (Note: must complete with a grade of "C" or better and be completed within the last 10 years): General Biology I and lab; Basic Chemistry I and lab; Physics; Psychology; Functional Anatomy (or Applied Kinesiology or Biomechanics courses which include anatomy); Physiology of Exercise; Anatomy and Physiology I; Anatomy and Physiology II; Nutrition (Sports or Performance preferred but not required; a general Nutrition course will be accepted).
8. Professional interview may be required.
9. Satisfactory writing sample may be required.

Need: The United States Department of Labor- Bureau of Labor Statistics (2019) reports that elementary and secondary schools, higher-education institutions, and spectator sports are leading employment industries for athletic trainers. According to a 2016 report from the Aspen Institute, at least one child from 60 percent of American households participates in youth sports. The significance of sports in the state of Alabama is undeniable. Whether playing one of the traditional big three sports- football, baseball, and basketball- or being involved with equestrian or swimming and diving, people of all ages engage in sports. Recent data (2018) from Statista.com (<https://www.statista.com/statistics/202686/us-high-schoolathletic-participation-in-alabama/>) indicates over 88,000 boys and 47,000 girls in Alabama played on a high school sports team in 2017-18.

Alabama leads the nation in participation percentage of student-athletes playing football, a high contact sport with a high prevalence of injuries. While data are unavailable for Alabama, reports from South Carolina indicate approximately 70 percent of all secondary schools have a certified athletic trainer employed through the school. In addition, 40 percent of secondary schools have two certified athletic trainers to provide health care for school athletes. There is also a movement to have middle school games covered by athletic trainers. With a push toward future legislation to mandate certified athletic training coverage at high school and middle school sporting events, the outlook for employment of future athletic trainers is encouraging.

According to data from the United States Department of Health and Human Services (2015), there are 99 Medically Underserved Areas (MUAs) or Medically Underserved Populations (MI-JPs) in Alabama found in all 67 counties within the state. MUA/Ps are areas/populations designated as facing barriers to health care access including athletic trainers. Fifty-five of the 67 counties in the state are considered rural, according to Alabama's Office of Primary Care and Rural Health (2015). Access to acute care is paramount to assessing and treating both athletic and non-athletic injuries/illness that may be urgent and/or life-threatening. Considering this, a need exists to ensure access to athletic trainers for early injury assessment, treatment, and referral to additional healthcare providers.

In the allied health professions discipline, particularly, the concern should not be on duplication of programs but rather availability of programs to produce qualified practitioners with the appropriate level of preparation to meet healthcare needs around the nation. The MAT graduate program will be a substantial extension to the undergraduate programs offered and made available to qualified students at JSU and ultimately will provide increased numbers of qualified athletic trainers in this area of northeast Alabama.

Student Demand: A needs assessment was developed as a Microsoft form and disseminated via email to current and former students of the Kinesiology programs. The survey instrument included ten questions that explored student interest in attending graduate school, enrolling in a Master's in Athletic Training program, and applying to a MAT program at JSU, if offered. There were 130 responses to the survey out of approximately 500 requests (26% response rate). The results indicated that 101 respondents were interested in pursuing a graduate degree. Of those respondents, 78 indicated the intention to apply to a MAT program at JSU if offered.

Faculty:

Current Primary Faculty—

Full-time: 0

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 2

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 1

Equipment: No additional equipment is needed.

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

Library: JSU's School of Health Professions and Wellness proposes to establish a Master's degree level program for Athletic Training. The Houston Cole Library provides learning resources appropriate for scholarly inquiry, study and research for this proposed program with added periodical subscriptions.

The library houses more than 800,000 monographs and 1,700 periodical subscriptions. The library is a member of LYRASIS and is a selective government documents depository. The library has an automated catalog and circulation system with links to other major Alabama academic libraries. The library provides Internet access to numerous bibliographic databases.

Program Budget: The proposal projected that a total of \$1,483,397 in estimated new funds will be required to support the proposed program. A total of \$1,703,000 will be available through tuition.

Attachment 3

Curriculum

Jacksonville State University
Master of Athletic Training in Athletic Training

Plan of Study

Master of Science in Athletic Training - Tentative Program Course Offerings (59 hours)

Semester 1: 10 hours

Foundational Concepts of Athletic Training (3)
Emergency Care (3)
Therapeutic Interventions I (2) Clinical
Education I (2)

Semester 2: 10 hours

Research Methods and Statistics (3)
Athletic Training Ethics & Administration (3)
Physical Exam I (3)
Physical Exam I Lab (1)

Semester 3: 10 hours

I-IPE 525 Current Issues & Trends in Athletics (3)
I-IPE 539 Diet and Performance (3)
Therapeutic Interventions II (2) Clinical Education II (2)

Semester 4: 10 hours

EBP: Implications in Athletic Training (2)
Medical Documentation and Informatics (2)
Clinical Education III (2)
Physical Exam II (3)
Physical Exam II Lab (1)

Semester 5: 9 hours

Health Promotions and Wellness (2)
Therapeutic Interventions III (2)
Clinical Education IV (2)
I-IPE 590 Directed Studies (3)

Semester 6: 10 hours

Medical Conditions (3)
Medical Condition Lab (1)
Physical Exam III (3) Physical
Exam III Lab (1)
Clinical Education V (2)

DECISION ITEM: AU-1 Auburn University, Master of Science in Teaching English for Specific Purposes (CIP 13.1206)

EXECUTIVE SUMMARY

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

Program Description: The proposed program will help meet the increasing demand to serve domestic and international students who do not intend to seek teacher certification, and who plan to work with English Language Learners (ELLs) in non-P-12 settings. The program will help to meet the growing workforce need in Alabama and beyond for professionals who are prepared to work with ELLs outside P-12 school settings. The main goal of the program is to provide opportunities for domestic and international students who seek to work in community settings, university-based intensive English programs, informal faith-based English classes, international English schools, and other contexts (e.g., businesses, industry, travel, or diplomacy). Offering this program is one way that Auburn University can respond to the demand for training teachers of English for speakers of other languages (ESOL) that permits qualified individuals to work and engage with English language learners in diverse settings.

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

Mode of Delivery: This program will be available completely via distance education for domestic students. International students will complete the degree on campus and will only be able to complete a limited number of courses via distance based on their visa requirements (typically F-1 visa holders are only permitted to complete a portion of their degrees via distance education).

Similar Programs: The following institutions have master's-level programs in Teaching English for Speakers of Other Languages listed at CIP 13.1206: Alabama State University (P-12 Education, MEd); Auburn University (Teacher Education, Multiple Levels, MEd, MS); Troy University (Teacher Education, Multiple Levels, MEd); University of Alabama in Huntsville (Differentiated Instruction, MEd and Teaching P-12 Education, MA); and the University of North Alabama (Teacher Education Multiple Level, MAEd). However, Auburn's proposed program is unique in its focus on preparation for teaching English in industry, community, or other non-academic settings.

Collaboration: According to the proposal, since the coursework for this program is existing, there will be no plans for collaboration.

Resources: The proposal projected that a total of \$746,044 in estimated new funds will be required to support the proposed program. A projected total of \$1,520,826 in new funds will be available from tuition.

Public Review: The program was posted on the Commission website from January 10 until January 30 (twenty days) for public review and comments. No comments were received.

Rationale for Staff Recommendation:

1. The proposed MS program in Teaching English for Specific Purposes will address the growing demand for strong content-based English language instruction in industry, community, and other non-academic settings, such as in the tourism industry or international business.
2. The proposed MS program shares core coursework with Auburn University's existing MEd program in Teaching English for Speakers of Other Languages (also CIP 13.1206), but unlike the MEd program, the MS in Teaching English for Specific Purposes is not intended to prepare educators for traditional P-12 academic settings, and therefore, does not include coursework that focuses on P-12 pedagogy in preparation for teacher certification. Instead, the proposed program allows students to pursue 15 credit hours of graduate-level coursework related to the content/occupational area in which they desire to teach. Selection of appropriate coursework for these 15 credit hours is done in consultation with the graduate advisor in keeping with the University's policy on Plans of Study for Graduate Students.

DECISION ITEM: AU-1

Auburn University, Master of Science in Teaching English for Specific Purposes (CIP 13.1206)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science program in Teaching English for Specific Purposes.

Implementation Date: The proposed program will be implemented in August 2019. Based on Commission policy, the proposed program must be implemented by December 7, 2021, 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 beginning 2020-21 will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2020-21 through 2025-26 (six-year average) will be at least 3.75, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, and to also include data showing related employment and/or acceptance into a graduate program.

Auburn University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2026.

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 November 30, 2018. 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:	Teaching English for Specific Purposes, MS							
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	so	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$56,694	\$113,803	\$114,230	\$114,668	\$115,108	\$115,549	\$115,992	\$746,044
TOTAL	\$56,694	\$113,803	\$114,230	\$114,668	\$115,108	\$115,549	\$115,992	\$746,044
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$115,993	\$232,543	\$233,148	\$233,801	\$234,456	\$235,113	\$235,772	\$1,520,826
TOTAL	\$115,993	\$232,543	\$233,148	\$233,801	\$234,456	\$235,113	\$235,772	\$1,520,826
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1-No Data Reporting Required	20	20	20	20	20	20	20
PART TIME HEADCOUNT	Year 1-No Data Reporting Required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1-No Data Reporting Required	20	20	20	20	20	20	20
NEW ENROLLMENT HEADCOUNT	Year 1-No Data Reporting Required	10	10	10	10	10	10	10
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1-No Data Reporting Required	4	10	10	10	10	10	9

**Other – additional combined costs for central support services

Attachment 2

Summary of Background Information

Master of Science in Teaching English for Specific Purposes
Auburn University

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

Program Description: The proposed program will help meet the increasing demand to serve domestic and international students who are not seeking teacher certification, and who plan to work with English Language Learners (ELL) in non-P-12 settings. The program will help to meet the growing workforce need in Alabama and beyond for professionals who are prepared to work with ELL outside P-12 school settings. The main goal of the program is to provide opportunities for domestic and international students who seek to work in community settings, university-based intensive English programs, informal faith-based English classes, international English schools, and other contexts (e.g., businesses, industry, travel, or diplomacy). Offering this program is one way that Auburn University can respond to the demand for training teachers of English for speakers of other languages (ESOL) that permits qualified individuals to work and engage with English language learners in diverse settings. A unique feature of this degree is more flexibility in electives than other ESOL degrees typically offer so that the student can complete a second interdisciplinary area of emphasis, if they so desire.

Assessment: According to the proposal, program graduates will demonstrate the ability to:

- Develop clients' English proficiency in occupational and community contexts, domestically and abroad.
- Use cultural principles and practices to plan and implement culturally responsive instruction for ELL in occupational and community contexts, domestically and abroad.
- Use evidence-based practices and strategies related to planning, implementing, and managing English instruction in occupational and community contexts, domestically and abroad.
- Assess the language proficiency and content mastery of clients in occupational and community contexts, domestically and abroad.
- Design learning experiences that address the needs of clients in community and occupational contexts who engage with ELL.

Administration: The program will be administered by Betty Lou Whitford, Dean, College of Education; and the Department of Curriculum and Teaching, David Virtue, 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). There was no opposition to the proposed program.

Accreditation: No accrediting body recognized by the Council for Higher Education Association (CHEA) or the US Department of Education accredits programs of this type. The Teachers of English to Speakers of Other Languages (TESOL) International Association has standards for P-12 educator preparation (TESOL/Council for the Accreditation of Educator Preparation (CAEP) Standards for P-12 Teacher Education Programs). Because this is not a P-12 certification program, Auburn will not seek recognition through the TESOL International Association.

Curriculum: The master's degree curriculum is being proposed as a 30 credit-hour degree.

Program Completion Requirements:

Credit hours required in major courses:	12
Credit hours required in minor:	N/A
Credit hours required in support courses:	N/A
Credit hours in institutional general education or core curriculum:	3
Credit hours in required or free electives:	15
Credit hours for thesis:	N/A
Total Credit hours:	30

Collaboration: According to the proposal, since the coursework for this program is existing, there will be no plans for collaboration.

Distance Education: This program will be available completely via distance education for domestic students. International students will complete the degree on campus and will only be able to complete a limited number of courses via distance based on their visa requirements (typically F-1 visa holders are only permitted to complete a portion of their degrees via distance education).

Admissions: Admission requirements will include an undergraduate GPA of 2.75, three letters of reference, a resume, scores on the GRE/MAT, and scores on the Test of English as a Foreign Language/International English Testing System (TOEFL/iELTS) for international applicants.

Need: Because English is the most taught language in the world today, the field of Teaching English for Specific Purposes is expanding. Business English or English for Special Purposes teachers are in high demand internationally and are often hired by government agencies, by more than 40,000 ESL schools and language institutes around the globe, and by individual firms to teach staff. Worldwide demand for English teachers is estimated at 20,000 per month. Individuals who teach English for Specific Purposes are needed in local, state, national, and international businesses, government agencies, non-profits, and community organizations that serve an ELL clientele or have ELL employees. Many graduates will take positions teaching English abroad in educational institutions and in industry.

Student Demand: AU program officials anticipate admitting 10 to 15 new students to the MS program each year. There has been an increase in interest for a non-certification route to a master's degree in English teaching. Enrollment projections are based on student inquiries and requests for admission to the MEd in ESOL program from prospective students who were not eligible for admission to the MEd because they lack P-12 certification. Between spring 2015 and fall 2017, the program had approximately 45 students apply who either did not want or were not eligible for P-12 certification.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

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

Facilities: New facilities will not be required for the program.

Library: A member of the Association of Research Libraries, the Auburn University library is fully staffed with library faculty and staff, and includes collections to support faculty research and educational programs to the doctoral level in many fields of Education. Currently, the library subscribes to the following journals: TESOL Quarterly, English for Specific Purposes, English for Specific Purposes Journal, Journal of English for Academic Purposes, English Language Teaching, and English Teaching.

Program Budget: The proposal projected that a total of \$746,044 in estimated new funds will be required to support the proposed program. A projected total of \$1,520,826 will be available from tuition.

Attachment 3

Curriculum

Master of Science in Teaching English for Specific Purposes

Auburn University

CTSE 7006 Orientation to Teaching and Learning	1
CTSE 7806 Capstone in Teaching and Learning	2
Teaching and Learning: (3 hours): EDMD 7006 Instructional Design and Development OR CTSE 7466 Teaching English to Speakers of Other Languages in P-12	3
Advisor-approved CTSE Courses (9 hours)	9
Advisor-approved Electives (15 hours)	15
Total Hours:	30

DECISION ITEM: C-1

Request to Amend Post-Implementation Conditions:
University of Alabama, Doctor of Juridical Science in
Juridical Science (CIP 22.0203)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

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

- 1) That an additional three-year review period (2018-19 and 2020-2021) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of 5 new enrollments.
- 3) In this additional review period, the program will meet a post-implementation condition of 2.25 annual graduates, revised from the original condition of 3 graduates.

That the institution will submit, no later than September 1, 2021, a post-implementation report, demonstrating that the program met the post-implementation conditions for graduates for the specified period.

Background:

The Doctor of Juridical Science program (CIP 22.0203) was approved by the Commission on March 15, 2013. The program was implemented in August 2013, as approved by the Commissioners.

The University of Alabama (UA) did not meet post-implementation conditions for new enrollments or graduates. The post-implementation report was filed with the Commission on August 30, 2018.

According to UA officials, the Doctor of Juridical Science program got off to a slow start because the first student was enrolled a year later than anticipated. Additionally, UA is requesting a three-year extension since the program was implemented in fall 2014, rather than the proposed implementation date of fall 2013. According to UA officials, the proposed implementation date was an error because faculty did not account for internal deadlines. However, since the 2016-17 academic year, enrollment has increased steadily, with a total of 21 current enrollments.

University officials state that the Juridical Science program is now a vibrant and important part of the international programs of the law school. It is focused on recruiting foreign students who have already completed both an undergraduate law degree, and a master's degree in law, and who want to undertake a program of directed research under the supervision of a member of

the law school faculty, leading to the production of a dissertation.

The request is for a three-year timeframe extension to achieve the new enrollment figure of 5 new enrollments, and a graduation annual average figure of 2.25, revised from the original request of 3 graduates.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for the University of Alabama. Available upon request.
3. "Guidelines for Consideration of Post Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

University of Alabama (2018 Report)

- Program: Doctor of Juridical Science (CIP 22.0203)

Approved by Commission: March 15, 2013

Proposed Implementation Date: August 2013

Actual Implementation Date: August 2014

Post-Implementation Conditions:

1. That the annual average new enrollment headcount, beginning in 2013-14 will be at least 3, based on the proposal.
2. That the average number of graduates for the academic years 2015-16 through 2017-18 (three-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.
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.

Doctor of Juridical Science (CIP 22.0203)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2015-16 through and 2017-18	Percentage of Graduates Employed in the Field
Required	3	3	75%
Reported	2	0	0

Condition 1: The program did not meet the enrollment post-implementation requirement.

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

Condition 3: Employment or Continuing Education not met. This condition is no longer used as a Post Implementation requirement.

Condition 4: The assessment condition was met.

DECISION ITEM: C-2

Request to Amend Post-Implementation Conditions:
University of West Alabama, Master of Science in
Experimental Psychology (CIP 42.2704)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

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

- 1) That an additional two-year review period (2018-19 and 2019-2020) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of 18 new enrollments.

That the institution will submit, no later than September 1, 2020, a post-implementation report, demonstrating that the program met the post-implementation conditions for new enrollments for the specified period.

Background:

The Master of Science in Experimental Psychology program (CIP 42.2704) was approved by the Commission on June 14, 2013. The program was implemented in August 2013, as approved by the Commissioners.

The program did not meet post-implementation conditions for new enrollments. The post-implementation report was filed with the Commission on April 9, 2019.

According to UWA officials, the original program proposal anticipated high enrollment based on enrollment in a similar program, Counseling/Psychology, and student demand. However, enrollment in the Counseling/Psychology program began to decline with new Council for Accreditation of Counseling and Related Educational Programs (CACREP) regulations being enforced for students seeking licensure. The decline in enrollment is believed to be one cause for the lower than expected enrollment in the Experimental Psychology program. In addition, a change in administration in the first year of the program had a negative impact on recruiting for the program. The Department overseeing the program had a Psychology faculty member promoted to Dean, as well as a retirement, and a delay in the replacement hire. This reduced number of qualified graduate faculty members meant the department had to limit admissions of qualified students.

According to University officials, although the condition set forth in the proposal was not met, the program admitted a total of fifty-nine (59) students during that time period. In spite of not meeting original expectations, enrollment has increased each year and is expected to continue.

The request is for a two-year timeframe extension to achieve the new enrollment figure of 18 new enrollments, revised from the original request of 24 new enrollments.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for the University West Alabama. Available upon request.
3. "Guidelines for Consideration of Post Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation Conditions

University of West Alabama (2018 Report)

- Program: Master of Science in Experimental Psychology

Approved by Commission: June 14, 2013

Proposed Implementation Date: August 2013

Actual Implementation Date: August 2013

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2013-14 will be at least 24, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 through 2017-18 (three-year average) will be at least 7, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates' were successful in acquiring related employment.
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 Experimental Psychology (CIP 42.2704)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2013-14 through and 2017-18	Percentage of Graduates Employed in The Field
Required	24 – 25% = 18	7	75%
Reported	11.8	8	100%

Condition 1: The program did not meet the enrollment post-implementation requirement.

Condition 2: The graduate post-implementation requirement met.

Condition 3: Employment or Continuing Education condition met.

Condition 4: The assessment condition was met.

INFORMATION ITEM 1: Summary of Post-Implementation Reports

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Programs that met post-implementation conditions:

- Auburn University Montgomery, Program: Master of Science in Management Information Systems (CIP 11.0103) [*Second Report*]
- Auburn University Montgomery, Program: Master of Science in Homeland Security and Emergency Management (CIP 43.0301) [*Second Report*]
- University of West Alabama, Program: Master of Business Administration (CIP 52.0201)

Program that did not meet post-implementation conditions:

- University of Alabama, Program: Doctor of Juridical Science (CIP 22.0203)
- University of West Alabama, Program: Master of Science in Experimental Psychology (CIP 42.2704)

Supporting Documentation:

1. Unpublished post-implementation reports submitted by the institutions. Available upon request.
2. "Summary of Reports on Post-Implementation Conditions," attached.

a. **Met Post-Implementation
Conditions**

**Summary of Reports on Post-Implementation Conditions
[Listed by Institution]**

Meeting Conditions:

Auburn University Montgomery (2019 Report) [Second Report]

- Program: Master of Science in Management Information Systems (CIP 11.0103)

Approved by Commission: September 9, 2011

Proposed Implementation Date: January 2012

Actual Implementation Date: January 2012

Post-Implementation Conditions: Second Report (Amended)

1. That the annual average new enrollment headcount beginning in 2017-18 will be at least 8, based on the proposal.
2. That the average number of graduates for the academic years 2017-18 through 2018-19 (two-year average) will be at least 5 based on the proposal.

Master of Science in Management Information Systems (CIP 11.0103)	Average New Enrollment Headcount 2017-18 through 2018-19	Average Number of Graduates, 2017-18 through and 2018-19
Required	8	5
Reported	15	8

Condition 1: Enrollment Condition met.

Condition 2: Condition was met per Decision Item H, ACHE, December 8, 2017.

Condition 3: Met Condition (Assessment)

Meeting Conditions:

Auburn University Montgomery (2019 Report) [Second Report]

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

Approved by Commission: December 2011

Proposed Implementation Date: January 2012

Actual Implementation Date: January 2012

Post-Implementation Conditions: Second Report (Amended)

1. That the annual average new enrollment headcount beginning in 2012-13 will be at least 10, based on the proposal.
2. That the average number of graduates for the academic years 2017-18 through 2018-19 two-year average) will be at least 5 based on the proposal.

Master of Science in Homeland Security and Emergency Management (CIP 43.0301)	Average New Enrollment Headcount 2012-13 through 2016-17	Average Number of Graduates, 2017-18 through 2018-19
Required	10	5
Reported	16	9

Condition 1: Enrollment benchmark has been met.

Condition 2: Condition was met per Decision Item H, ACHE, December 8, 2017.

Condition 3: Met Condition (Assessment)

Meeting Conditions:

University of West Alabama (2018 Report)

- Program: Master of Business Administration (CIP 52.0201)

Approved by Commission: June 2013

Proposed Implementation Date: August 2013

Actual Implementation Date: August 2013

Post-Implementation Conditions:

1. That the annual average new enrollment headcount, beginning in 2013-14 will be at least 19, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 through 2017-18 (five-year average) will be at least 9 based on the proposal.

Master of Business Administration (CIP 52.0201)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2013-14 through 2017-18
Required	19	9
Reported	75	9.25

Condition 1: Enrollment benchmark has been met.

Condition 2: Graduate benchmark has been met.

Condition 3: Condition was met per Decision Item H, ACHE, December 8, 2017.

**b. Did not Meet
Post-Implementation
Conditions – Requesting to
Amend Conditions**

Not Meeting Conditions:

University of Alabama (2019 Report)

- Program: Doctor of Juridical Science (CIP 22.0203)

Approved by Commission: March 2013

Proposed Implementation Date: August 2013

Actual Implementation Date: August 2014

Post-Implementation Conditions:

1. That the annual average new enrollment headcount, beginning in 2013-14 will be at least 3, based on the proposal.
2. That the average number of graduates for the academic years 2015-16 through 2017-18 (three-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.
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.

Doctor of Juridical Science (CIP 22.0203)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2015-16 through and 2017-18
Required	3	3
Reported	2	0

Condition 1: The program did not meet the enrollment post-implementation requirement.

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

Condition 3: Employment or Continuing Education was not met. This condition is no longer used as a Post-Implementation requirement.

Condition 3: The assessment condition was met.

Not Meeting Conditions:

University of West Alabama (2018 Report)

- Program: Master of Science in Experimental Psychology (CIP 42.2704)

Approved by Commission: June 2013

Proposed Implementation Date: August 2013

Actual Implementation Date: August 2013

Post-Implementation Conditions:

1. That the annual average new enrollment headcount, beginning in 2013-14 will be at least 24, based on the proposal.
2. That the average number of graduates for the academic years 2013-14 through 2017-18 (five-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.
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 Experimental Psychology (CIP 42.2704)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2013-14 through and 2017-18
Required	$24 - .25 = 18$	7
Reported	11.8	8

Condition 1: The program did not meet the enrollment post-implementation requirement.

Condition 2: The graduate post-implementation requirement met.

Condition 3: Employment or Continuing Education condition met.

Condition 4: The assessment condition was met.

INFORMATION ITEM 2: Jacksonville State University, Addition of a Class B Dual Certification in Health Education (6-12) and Physical Education (P-12) to the Existing BSEd in Physical Education (CIP 13.1314)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Jacksonville State University (JSU) currently offers the BSEd in Physical Education at CIP 13.1314 in the Academic Program Inventory.

The Alabama State Department of Education (ALSDE) approved on February 14, 2019, a Dual Class B Teacher Certification in Health (6-12) and Physical Education (P-12) for JSU. The addition of the dual certification will help students pursue certification to teach in both Health Education and Physical Education and expand their professional knowledge, skills, and abilities.

This certification responds to the demand in the schools for teachers to be certified in both health education and physical education.

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 ALSDE approval of this new teacher education certificate. If a certification approved by ALSDE 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.

INFORMATION ITEM 3: Jacksonville State University, Exempt Off-Campus Site Offerings (Dual Enrollment)

Staff Presenter: Ms. Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Proposal: Jacksonville State University (JSU) is currently operating the following exempt dual enrollment off-campus sites:

Alexandria High School, Alexandria, Calhoun County
Anniston High School, Anniston, Calhoun County
Ashville High School, Ashville, St. Clair County
Cedar Bluff High School, Cedar Bluff, Cherokee County
Central Clay High School, Clay County
Cleburne County High School, Cleburne County
Faith Christian High School, Anniston, Calhoun County
Fort Payne High School, Fort Payne, DeKalb County
Gaston High School, Gadsden, Etowah County
IQRA Math and Science Academy, Anniston, Calhoun County
JSU McClellan, Calhoun County
Munford High School, Munford, Talladega County
Ohatchee High School, Ohatchee, Calhoun County
Piedmont High School, Piedmont, Calhoun County
Pleasant Valley High School, Calhoun County
Spring Garden High School, Spring Garden, Cherokee County
The Donoho School, Anniston, Calhoun County
Wadley High School, Wadley, Randolph County
Weaver High School, Weaver, Calhoun County
Wellborn High School, Wellborn, Calhoun County
Woodland High School, Woodland, Randolph County

Discussion: In an effort to become fully compliant with ACHE's off-campus policy, JSU recently reviewed its off-campus offerings for dual enrollment sites after recent tornados in the area. These off-campus sites are located in JSU's service area, and will not require Commission approval.

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 4: University of South Alabama, Addition of a Class A Teaching Certificate in Music (CIP 50.0901)

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

Background: University of South Alabama (USA) currently offers the MM in Music at CIP 50.0901 in the Academic Program Inventory.

The Alabama State Department of Education (ALSDE) approved a Class A Teaching Certificate in Music for USA. The addition of the teaching certificate is intended to provide intensive study in pedagogy for candidates who have demonstrated the requisite content field knowledge.

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 ALSDE approval of this new teacher education certificate. If a certification approved by ALSDE 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.

INFORMATION ITEM 5: 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.

Auburn University:

Natural Resources, MS – CIP 03.0101

Jacksonville State University:

Sociology, BA/BS – CIP 45.1101

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 6: 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 Power Engineering
(CIP 14.1001)

The 12 credit-hour graduate certificate will be offered through Auburn's Electrical and Computer Engineering Department. Students who earn the graduate certificate in power engineering will be able to demonstrate that they are up to date with advances in Power Engineering and capable of applying this knowledge in the workplace. Students completing the certificate choose from the following courses: Power Electronics, Power Systems Analysis, Electric Machines, Power System Protection, Special Topic: Power Quality, Special Topic: Intro to Renewable Energy, Power System Dynamics & Stability, Power System Operations, Advanced Electric Machines, and Power System Transients.

Graduate Certificate in Modeling and Data Analytics for Operations (CIP 14.3501)

The proposed 12-hour certificate offered by the Department of Industrial and Systems Engineering will offer courses both on campus and online. The certificate will have the following four courses: Information Technology for Operations, Decision Support Systems for Operations, Data Analytics for Operations, and Data Mining Techniques and Application for Operations.

Graduate Certificate in Cybersecurity
Engineering (CIP 11.1003)

The 9 credit hour certificate will consist of 3 courses that will be offered by Auburn's Department of Computer Science and Software Engineering. The proposed courses for the graduate certificate are as follows: Digital Forensics, Computer and Network Security, and Advanced Computer and Network Security.

Graduate Certificate in Supply Chain
Management Innovation (CIP 52.0203)

The proposed 12-hour graduate certificate will be offered through Auburn's Harbert College of Business both online and on campus. The certificate will require the successful completion of the following four courses: Operational Excellence through Supply Chain and Quality Management, Supply Management and Manufacturing, Demand Management and Fullfillment, and Supply Chain Strategy.

University of Alabama at Birmingham

Graduate Certificate in Supporting
Individuals with Exceptionalities (CIP
13.1001)

The purpose of the micro-credential in Supporting Individuals with Exceptionalities is to prepare P-12 educators for effectively serving individuals with exceptionalities and their families. Through this four-course program (12 credit hours), current and future teachers will develop the necessary theory and pedagogy to meet the diverse needs of individuals with exceptionalities in their classrooms within early childhood, elementary and secondary school settings. Students in the program will choose from the following courses: Formative and Summative Assessment, Instructional Methods, Sensory, Health, and Physical Methods, Positive Behavioral Supports, and Assistive and Instructional Technology.

Graduate Certificate in Health Coaching
(CIP 51.0001)

The overall goal for developing this certificate program is to provide a vehicle to formally recognize UAB students and community professionals who complete skills-based training in health coaching. The graduate certificate will prepare individuals to design, conduct, and evaluate clinical and non-clinical health behavior change via wellness-oriented coaching interventions. The certificate consists of 15 credit hours (5 courses); four courses are required and one course is a selected elective. The certificate is multidisciplinary and supported by four programs: Community Health and Human Services (CHHS), Kinesiology, Educational Psychological Research, and Counselor Education. The proposed certificate utilizes the following existing

courses: Principles of Coaching, Health Comm. & Health Coaching, Applied Behavioral Theory and Health Education Promotion, Lifespan Dimension in Women's Health and Nutrition, Current Readings in Health Education/Promotion, Mental Health, Stress Management, and Wellbeing, Substance Abuse Prevention and Education, Human Sexuality, Motivational Interviewing, Child Psychology, Lifespan Human Development, Issues and Problems in Coaching, and Advanced Sports Psychology.

Graduate Certificate in Teaching Multilingual Learners (CIP 13.1401)

The Department of Human Studies in the School of Education at UAB is proposing to offer a 12-hour Graduate Certificate in Teaching Multilingual Learners. The number of multilingual learners has risen steadily in Alabama and across the United States. This has led to an increasingly greater need for general education teachers to gain competence in providing effective instruction for the multilingual learners in their classrooms. This certificate will provide a much needed avenue for teachers to develop the knowledge and skills required to ensure success for their culturally and linguistically diverse students. The proposed certificate will consist of one required course, and three advisor-approved elective courses already existing in the UAB ESL teacher education program.

Graduate Certificate in Social and Behavioral Statistics (CIP 27.0599)

The Department of Psychology in the College of Arts and Sciences at UAB is proposing to offer a 15-hour Graduate Certificate in Social and Behavioral Statistics. The objective of the proposed certificate is to provide training in data analysis workflow, computational skills, skills for data management and multivariate statistical methods. Providing this additional valuable training opportunity will also facilitate recruitment of the strongest candidates for graduate training. It is notable that a comparable certificate program is not available at other universities in Alabama. The proposed certificate will consist of the following five required courses that are currently available on the UAB campus: Data Analysis Workflow, Multivariate Statistics, Longitudinal Data Analysis, Structural Equation Modeling, and Categorical Data Analysis.

University of North Alabama

Post-Master's Certificate in Nurse Educator (CIP 51.3801)

The proposed certificate will consist of 12-13 credit hours depending on if the student chooses a clinical or non-clinical course. The non-clinical track is 12 hours and includes a course in Evidence Based Practice and Nursing Scholarship. The clinical tracks are 13 hours and include the choice between a clinical course focusing in either academic or patient teaching.

Post Master's Certificate in Family Nurse Practitioner (CIP 51.3801)

The proposed certificate requires 23-31 credit hours, depending on the need to complete support courses. Students will complete a minimum of 600 clinical hours and will attend two on-campus intensives. The proposed certificate will provide nurses with the opportunity to return to school and obtain a certificate as a Family Nurse Practitioner, allowing them to sit for national certification.

Post Master's Certificate in Nurse Leader
(CIP 51.3801)

The proposed certificate will consist of 12-13 credit hours depending on if the student chooses a clinical or non-clinical course. The non-clinical track is 12 hours and includes a course in Evidence Based Practice and Nursing Scholarship. The clinical tracks are 13 hours and include the choice between a clinical course focusing in either middle or upper level leadership.

University of South Alabama

Pre-baccalaureate and Post-baccalaureate
certificate in Mammography (CIP 51.0919)

The proposed Mammography certificate will be offered as a pre-baccalaureate or a post-baccalaureate option for students. The certificate would allow a student who is registered as a radiologic technologist with the American Registry of Radiologic Technologist (ARRT) to receive didactic instruction and clinical experience in mammography. This will prepare the student to sit for the certification examination given by ARRT. The program will be three semesters in length and consist of twelve semester hours. The courses offered will include instruction in patient care, image production, and procedures performed by the mammography technologist.

Pre-baccalaureate and Post-baccalaureate
certificate in Magnetic Resonance Imaging
(MRI) (CIP 51.0920)

The proposed Magnetic Resonance Imaging certificate will be offered as pre-baccalaureate and post-baccalaureate option for students. The certificate would allow students who registered as a radiologic technologist with the American Registry of Radiologic Technologist to receive didactic instruction and clinical experience in MRI. This will prepare the student to sit for the certification examination given by ARRT. The program will be three semesters in length and consist of twelve semester hours. The courses offered will include instruction in patient care image production, and procedures performed by the MRI technologist.

Pre-baccalaureate and Post-baccalaureate
certificate in Computed Tomography (CT) (CIP
51.0911)

The proposed certificate program will allow students who registered as a radiologic technologist with the American Registry of Radiologic Technologist to receive didactic instruction and clinical experience in CT. The program will be three semesters in length and consist of twelve semester hours. The courses offered will include instruction in patient care, safety, image production, and procedures performed by the CT technologist.

Pre-baccalaureate and Post-baccalaureate certificate in Interventional Radiography (CIP 51.0911)

The proposed 12-credit hour certificate program will allow students who registered as a radiologic technologist with the American Registry of Radiologic Technologist to receive didactic instruction and clinical experience in cardiac and vascular interventional radiography. This will prepare the student to sit for the certification examination given by ARRT. Courses in the certificate include instruction in patient care, image production, and procedures performed by the interventional and cardiac radiography technologist.

Pre-baccalaureate and Post-baccalaureate certificate in Ultrasound (CIP 51.0910)

The proposed certificate program will allow students who registered as a radiologic technologist with the American Registry of Radiologic Technologist to receive didactic instruction and clinical experience in Ultrasound Technology. This will prepare the student to sit for the certification examination given by ARRT or the American Registry for Diagnostic Medical Sonography (ARDMS). The program will be three semesters in length and consist of twelve semester hours. Courses in the certificate include instruction in patient care, image production, and procedures performed by the ultrasound technologist.

Graduate Certificate in Advanced Forensic
Nursing Care (CIP 51.3801)

The proposed 9-credit hour certificate offers didactic and clinical courses to prepare advance practice nursing students who are trained, certified, and engaged in forensic practice as sexual assault nurse examiners (SANEs) in communities on a local, regional, and national level. The certificate will provide didactic and clinical education in forensic nursing science along with clinical skills simulation and practicum experiences specific to sexual trauma care using an innovative format designed to encourage further exploration in forensic nursing topics. Successful achievement of the professional and academic components of the project will result in students' preparation to sit for national certification as Sexual Assault Nurse Examiners (SANEs) in adult (SANE-A) and/or pediatric (SANE-P) populations and SANEs who are prepared to improve outcomes related to the care of sexual assault victims in their respective communities.

Pre-baccalaureate and Post-baccalaureate
Certificate in Radiology Administration
(CIP 51.0911)

The proposed certificate program will allow students who registered as a radiologic technologist with the American Registry of Radiologic Technologist to receive didactic instruction and clinical experience in radiology administration. The curriculum prepares the student for the certified radiology administrator certification examination that is offered by the Association for Medical Imaging Management (AHRA). This will allow students to apply for job opportunities that otherwise might not be available. The program will be three semesters in length and consist of thirteen semester hours.

Pre-baccalaureate and Post-baccalaureate
Certificate in Radiation Therapy (CIP 51.0907)

The proposed certificate program will allow students who registered as a radiologic technologist with the American Registry of Radiologic Technologist and who has a baccalaureate degree or is seeking a baccalaureate degree to receive didactic instruction and clinical experience in radiation therapy. This will prepare the student to sit for the certification examination given by ARRT. The program will be three semesters in length and consist of 44 semester hours.

Courses offered will include instruction in patient care, treatment, dosimetry, simulations, and procedures performed by the radiation therapist.

Graduate Certificate in Dual Role Family NP/Emergency NP (CIP 51.3801)

The dual role post graduate certificate will offer didactic and clinical courses to prepare advance practice nursing students to care for individual across the lifespan from childhood through adulthood. In addition, the didactic and clinical courses prepare students to care for patients across the lifespan in emergency settings with acute, life threatening health care needs. The program will provide didactic and clinical education in family and emergency nursing along with clinical skills simulation and practicum experiences specific to components of the curriculum will result in students' preparation to sit for national certification as Family Nurse Practitioners (FNP) and Emergency Nurse Practitioners (ENP) who are prepared to improve outcomes related to the care of individuals across the lifespan and in emergency settings in their respective communities.

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 7: 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>
Advanced Manufacturing w/emp in Machine Tool CNC	15.0613

Chattahoochee Valley Community College

<u>Field of Study</u>	<u>CIP Code</u>
General Business	52.0201
General Studies	24.0102
Medical Asst (Elec. Medical Records Spc.)	51.0801

Coastal Alabama Community College

<u>Field of Study</u>	<u>CIP Code</u>
Masonry	46.0101

Shelton State Community College

<u>Field of Study</u>	<u>CIP Code</u>
Computer Numerical Control	48.0599

Southern Union State Community College

<u>Field of Study</u>	<u>CIP Code</u>
HVACR Helper	15.0501
Refrigeration Helper	15.0501

Wallace State Community College (Hanceville)

<u>Field of Study</u>	<u>CIP Code</u>
Welding w/emp in SMAW Carbon Pipe Welding/Industrial Blueprint	48.0508
Welding w/emp in GTAW Pipe Welding/Pipe Fitting	48.0508
Horticulture (FARM)	01.0601
Unmanned Aerial Systems (UAS)	15.0000

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 8: 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

Troy University, Establishment of the Coleman Center for Early Learning and Family Enrichment

University of Alabama at Birmingham, Establishment of the Division of Interventional Radiology in the Department of Radiology

B. Unit Name Changes

- University of North Alabama, Change in the Name of the Department of Health, Physical Education, and Recreation to the Department of Kinesiology

C. Reorganization

None.

D. Dissolution

None.

<u>INFORMATION ITEM 9:</u>	<u>Changes to the Academic Program Inventory</u>
<u>Staff Presenter:</u>	Ms. Margaret Pearson Academic Program Review Analyst
<u>Staff Recommendation:</u>	For information only.
<u>Background:</u>	According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & Other Units of Instruction), 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.
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. Academic Program Inventory. Available on the Commission's Website: www.ache.edu.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. 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.

Auburn University at Montgomery	16.0905	Spanish, BA (shared w/Auburn University)
	52.0213	Organizational Leadership, BS

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.

Alabama A&M University	14.1001	Electrical, Electronics, & Comm Eng , BSEE <u>Electrical Engineering</u>
Jacksonville State University	13.1314	Physical Education , BSEd <u>Health and Physical Education</u>
	24.0101	Liberal Studies , MA <u>Integrated Studies</u>
University of South Alabama	31.0101	Leisure Studies , BS <u>Sport Management and Recreation Studies</u>
University of Alabama	19.0799	Early Childhood Education, BSHES <u>BS</u>
	19.0701	Human Development & Family Studies, BSHES <u>BS</u>

C. Programs Placed on Inactive Status

None.

INFORMATION ITEM 10: Extensions/Alterations to Existing Programs of Instruction

Staff Presenter: Margaret Pearson
Academic Program Review Analyst

Staff Recommendation: For information only.

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 specializations will not be identified separately in the Commission’s Academic Program Inventory, and the institutions may not identify them as degree programs.

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 institutions. Available upon request.

Attachment 1

Proposed Extensions and Alterations to Existing Programs of Instruction

Alabama Community College System

1. *Southern Union State Community College*, Addition of Options in Welding, Plastics Injection Molding, Machining, Mechatronics, and Additive Manufacturing Repair Technician to the Existing AAS in Industrial Maintenance (CIP 47.0303)
2. *Wallace State Community College (Hanceville)*, Addition of an Option in SMAW/GTAW Pipe Welding to the Existing Certificate in Welding (CIP 48.0507)
3. *Wallace State Community College (Hanceville)*, Addition of an Option in SMAW/GTAW Pipe Welding to the Existing AAS in General Technology (CIP 47.0000)
4. *Wallace State Community College (Hanceville)*, Addition of an Option in Unmanned Aerial Systems (UAS) to the Existing AAS in Engineering Technology (CIP 15.0000)
5. *Wallace State Community College (Selma)*, Addition of an Option in Heating Ventilation, and Air Conditioning (HVAC) to the Existing Certificate in Electrical Technology (CIP 45.0302).

Four-Year Institutions

Alabama State University

1. Addition of a Concentration in Cyber Security to the Existing BS in Computer Information Systems (CIP 11.0401)

University of North Alabama

2. Addition of a Concentration in Cybersecurity to the Existing BS in Information Technology (CIP 11.0103)

University of South Alabama

3. Addition of a Dual Role Concentration in Family Nurse Practitioner and Emergency Nurse Practitioner to the Existing DNP in Nursing (CIP 51.3801)

University of Alabama at Birmingham

4. Addition of a Concentration in Data Analytics to the Existing BS in Information Systems (CIP 52.1201)

University of Alabama

5. Addition of a Concentration in Professional Sales to the Existing MS in Marketing (CIP 52.1401)
6. Addition of a Concentration in Cyber Security to the Existing BSCS in Computer Science (CIP 11.0101)