

Alabama Commission on Higher Education

RSA Union Building,
100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
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Website: www.ache.edu

COMMISSION MEETING VIA VIDEO/TELECONFERENCE

Zoom Meeting

<https://zoom.us/j/2568545915>

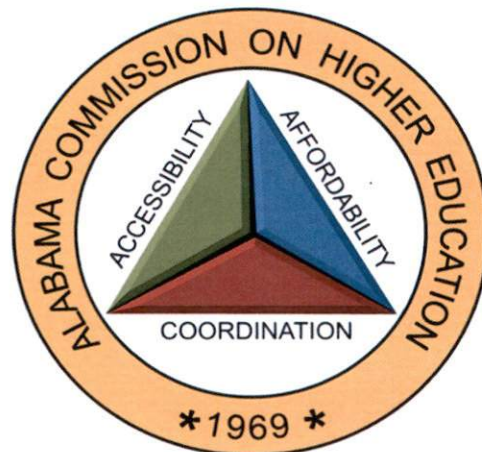
Meeting ID: 256 854 5915#

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Dial: 1-929-205-6099 Enter Meeting ID followed by (#) key

September 11, 2020
10:00 a.m.





AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

Commission Meeting

via

Video/Teleconference

Zoom Meeting

<https://zoom.us/j/2568545915>
Meeting ID: 256 854 5915#

September 11, 2020
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. **Consideration of Minutes of June 12, 2020** 1
- V. **Chairman’s Report**
Commissioner Charles Sanders
- VI. **Election of Officers**
Nominating Committee Report
- VII. **Executive Director’s Report**
Dr. Jim Purcell
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- VIII. **Discussion Items**
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F. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

**MINUTES OF MEETING
June 12, 2020**

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, June 12, 2020. As authorized by the Governor of Alabama's Health Proclamations related to the COVID-19 Pandemic, the meeting was a virtual meeting. Commissioner Sanders called the meeting to order at 10:00 a.m. Chairman Sanders then, led the audience in the Pledge of Allegiance.

II. Roll Call of Members and Determination of Quorum

Dr. Purcell called the roll and affirmed there was a quorum of members present.

Members present: Charles Buntin, Karen Calametti, Charles Sanders, Norman Crow, Amy S. Price, Stan R. Pylant, Larry V. Turner, Miranda B. Frost, Patricia McGriff, Stan Nelson, Rod Scott and Timothy Gyan.

III. Approval of Agenda

RESOLVED: Commissioner Calametti moved to adopt the published agenda for the June 12, 2020 meeting. Commissioner Gyan seconded. Motion carried. The agenda was approved.

IV. Consideration of Minutes of March 13, 2020.

RESOLVED: Commissioner Calametti moved for approval of the March 13, 2020 minutes. Commissioner Gyan seconded. Motion carried. The minutes were approved.

V. Chairman's Report

Commissioner Sanders recognized Commissioners Calametti and McGriff, whose terms are ending on August 31, 2020, for their service to the State of Alabama. Both Commissioners may continue to serve until replacements are announced.

Dr. Purcell also presented each Commissioner with a plaque, which will be mailed to them at a later date.

Commissioner Sanders announced the appointment of the Nominating Committee for the election of officers. Committee members appointed were Commissioners Pylant-Chair, Crow, and Scott. The committee will report at the September 11, 2020 meeting of the Commission.

VI. Executive Director's Report

Dr. Purcell reported on the following:

- State Higher Education Finance Report

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

VII. Discussion Items

- **Legislative Updates**

Margaret Gunter gave an overview of the 2020 legislative session.

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

- **Higher Education Post-Pandemic**

Dr. Robin McGill and Dr. Purcell presented an overview of Higher Education Post-Pandemic.

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

VIII. Decision Items

A. Academic Programs

1. Athens State University

a. Bachelor of Science in Advanced Manufacturing Management (CIP 52.0205)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

b. Bachelor of Science in Occupational Health and Safety Management (CIP 51.2206)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

2. Auburn University

a. Master of Science in Hospitality Management (CIP 52.0901)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

b. Doctor of Philosophy in Hospitality Management (CIP 52.0901)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

c. Master of Science in Child Life (CIP 19.0706)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

3. Jacksonville State University

Master of Science in Geographic Information Science and Technology (CIP 45.0702)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

4. University of Alabama

Master of Science in Athletic Training (CIP 51.0913)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

5. University of Alabama at Birmingham

a. Master of Arts in Interdisciplinary Graduate Studies (CIP 30.9999)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

b. Master of Science in Interdisciplinary Graduate Studies (CIP 30.9999)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

c. Master of Science in Higher Education Administration (CIP 13.0406)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

d. Doctor of Philosophy in Neuroengineering (CIP 14.9999)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

6. University of South Alabama

a. Master of Science in Systems Engineering (CIP 14.2701)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

b. Master of Science in Rehabilitation Science in Audiology (CIP 51.2314)

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

7. Request to Amend Post-Implementation Conditions:

Alabama A&M University, Bachelor of Science in Animal Bio-Health Sciences
(CIP 01.0999)

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

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

B. Information Items

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

1. Implementation of Distance Education Programs
2. Implementation of Non-Degree Programs at Senior Institutions
3. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
4. Changes to the Academic Program Inventory
5. Change in the Name and Establishment of Centers and Departments
6. Extensions/Alterations to Existing Programs of Instruction
7. Summary of Post-Implementation Reports

C. Adjournment

The meeting was adjourned at 11:26 a.m. The next meeting of the Commission is scheduled for September 11, 2020.

Charles Sanders, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2020.

Jim Purcell, Executive Director

Notary Public

DRAFT

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DECISION ITEM: A Fiscal Year 2020-21 Operations Plan

Staff Presenter: Veronica Harris
Director of Agency Fiscal Services and Accounting

Staff Recommendation: That the Commission approve the proposed Operations Plan for Fiscal Year 2020-21.

Background: The purpose of the Operations Plan is to ensure that the objectives of the Legislature's FY 2021 appropriations are satisfied. Each agency is required to submit a plan for each budget unit showing expenditures for each quarter of the fiscal year. This plan, which was due to the Executive Budget Office on July 31, 2020, was submitted in draft form, pending approval of the Commission.

In Fiscal Year 2020-21, the Commission's total budget will be \$39,826,260. This is a \$1,530,000 decrease from FY 2019-20 budget of \$41,356,260

There are two new line items in the FY 2020-21 Education Trust Fund (ETF) budget.
They are:

| | |
|-------------------------------------------------------|-----------|
| Birmingham Promise Scholarship Program | \$750,000 |
| AKEEP - Education and Teacher Recruitment Partnership | \$100,000 |

The following programs received the following increases in the FY 2020-21 ETF budget:

| | |
|------------------------------------------------------------|-----------|
| Alabama Student Assistance Program | \$500,000 |
| Alabama Student Grant Program | \$500,000 |
| Alabama Agricultural Land Grant Alliance | \$100,000 |
| Resource Conservation & Development | \$500,000 |
| Soil and Water Conservation Committee | \$200,000 |
| Alabama Recruit and Retain Minority Teachers Pilot Program | \$200,000 |

The following programs received a decrease in the FY 2020-21 ETF budget:

| | |
|--------------------------------------------------------------------|-------------|
| Alabama Humanities Foundation | (\$ 80,000) |
| Best and Brightest STEM Pilot Program - Supplemental Appropriation | (\$240,000) |

The following program was not funded in the FY 2020-21 ETF budget:

| | |
|----------------------|---------------|
| Deferred Maintenance | (\$4,000,000) |
|----------------------|---------------|

All of the other programs were level funded.

FY 2019-20 Non-ETF grant funds not
appearing in the FY 2020-21 Operations
Plan (\$ 300,000)

In terms of sources of revenue, in the coming fiscal year, approximately 98.9% of the Commission's funds come from the state's Education Trust Fund and 1.1% comes from local funds. ACHE no longer receives any funds from the federal government.

In FY 2020-21, approximately 87.0% of the Commission's budget will be directed toward Grants and Benefits. The operations portion of the budget represents approximately 13.0% of the total funds available.

Supporting Documentation:

1. EBO Form 8. Agency Summary. Attached.
2. FY 2020-21 Operations Plan. Entire Document. Available upon request.

**Alabama Commission on Higher Education
All Funds**

| FUND CODE NO. | PROGRAMS AND ACTIVITIES | FY 2019-20 Budgeted | FY 2020-21 as Passed | Difference | |
|-------------------------------|------------------------------------------------------------|------------------------|-------------------------|-----------------------|---------------|
| | | | | Dollars | Percent |
| 172 | PLANNING AND COORDINATION SERVICES | | | | |
| 0144 | Postsecondary Education (ACHE O&M) | \$ 3,598,466 | \$ 3,598,466 | 0 | 0.0% |
| 0322 | Non-Resident Institutions Fees (Local Funds - Fees) | \$ 236,239 | \$ 236,239 | 0 | 0.0% |
| 1323 | NC-SARA Fees (Local Funds - Fees) | \$ 200,000 | \$ 200,000 | 0 | 0.0% |
| TBA | Credential Engine Grant (Local Funds - Grant) | 50,000 | 0 | (50,000) | -100.0% |
| TBA | Equity Leadership Acceleration Grant (Local Funds - Grant) | 50,000 | 0 | (50,000) | -100.0% |
| TBA | Quality Assurance Grant (Local Funds - Grant) | 200,000 | 0 | (200,000) | -100.0% |
| | TOTAL | 4,334,705 | 4,034,705 | (300,000) | -6.9% |
| 153 | STUDENT ASSISTANCE | | | | |
| 0121 | Alabama Student Assistance Program | 5,397,551 | 5,897,551 | 500,000 | 9.3% |
| 0122 | Alabama Educational Grants Program | 6,508,128 | 7,008,128 | 500,000 | 7.7% |
| 0124 | Alabama National Guard Educational Assistance Program | 4,908,550 | 4,908,550 | 0 | 0.0% |
| 0794 | Police and Firefighter's Survivors Tuition Program | 302,000 | 302,000 | 0 | 0.0% |
| 1137 | Alabama Math and Science Teacher Education Program | 725,000 | 725,000 | 0 | 0.0% |
| 1161 | Birmingham Promise Scholarship Program | | 750,000 | 750,000 | |
| | TOTAL | 17,839,227 | 19,589,227 | 1,750,000 | 9.8% |
| 152 | SUPPORT OF OTHER EDUCATIONAL ACTIVITIES | | | | |
| 0109 | Southern Regional Education Board | 656,214 | 656,214 | 0 | 0.0% |
| 0118 | Network of Alabama Academic Libraries | 303,428 | 303,428 | 0 | 0.0% |
| 0107 | AGSC/STARS | 393,067 | 393,067 | 0 | 0.0% |
| 0116 | Established Program to Stimulate Competitive Research | 1,200,216 | 1,200,216 | 0 | 0.0% |
| | TOTAL | 2,552,925 | 2,552,925 | 0 | 0.0% |
| 151 | SUPPORT OF STATE UNIVERSITIES | | | | |
| 0800 | Alabama Agricultural Land Grant Alliance | 5,516,283 | 5,616,283 | 100,000 | 1.8% |
| 189 | SUPPORT OF STATE PROGRAMS | | | | |
| 0306 | Resource Conservation & Development Program (RC &D) | 2,637,744 | 3,137,744 | 500,000 | 19.0% |
| 0307 | Soil and Water Conservation Committee Program | 1,923,376 | 2,123,376 | 200,000 | 10.4% |
| 0308 | Alabama Forestry Foundation Black Belt Initiative | 307,000 | 307,000 | 0 | 0.0% |
| 0315 | Alabama Black Belt Adventures | 300,000 | 300,000 | 0 | 0.0% |
| 0316 | Alabama Black Belt Treasures | 260,000 | 260,000 | 0 | 0.0% |
| 1110 | Humanities Foundation | 180,000 | 100,000 | (80,000) | -44.4% |
| 0318 | Alabama Civil Air Patrol | 100,000 | 100,000 | 0 | 0.0% |
| 0319 | National Computer Forensics Institute | 250,000 | 250,000 | 0 | 0.0% |
| 0320 | Adaptive Sports Scholarship | 60,000 | 60,000 | 0 | 0.0% |
| 0324 | Motorsports Hall of Fame | 200,000 | 200,000 | 0 | 0.0% |
| 1327 | Alabama Trails Foundation | 195,000 | 195,000 | 0 | 0.0% |
| 1140 | Forestry Commission Education Program | 200,000 | 200,000 | 0 | 0.0% |
| 1141 | Alabama Recruit and Retain Minority Teachers Pilot | 500,000 | 700,000 | 200,000 | 40.0% |
| 1162 | AKEEP - Education and Teacher Recruitment Partnership | | 100,000 | 100,000 | |
| 1157 | Best and Brightest STEM Pilot Program | 240,000 | | (240,000) | -100.0% |
| | TOTAL | 7,113,120 | 8,033,120 | 920,000 | 12.9% |
| 340 | DEFERRED MAINTENANCE PROGRAM | | | | |
| 1742 | Deferred Maintenance Program | 4,000,000 | 0 | (4,000,000) | -100.0% |
| | GRAND TOTAL | \$ 41,356,260 | \$ 39,826,260 | \$ (1,530,000) | -3.7% |
| SOURCE OF FUNDS | | | | | |
| 200 | Education Trust Fund | \$ 40,620,021 | \$ 39,390,021 | (1,230,000) | -3.0% |
| 403 | Federal Funds | 0 | 0 | 0 | |
| 403 | Local Funds (Fees and Grants) | \$ 736,239 | \$ 436,239 | (300,000) | -40.7% |
| | TOTAL | \$ 41,356,260 | \$ 39,826,260 | (1,530,000) | -3.7% |
| EXPENDITURE CATEGORIES | | | | | |
| | Operations | | \$ 5,191,227 | | 13.0% |
| | Grants | | \$ 34,635,033 | | 87.0% |
| | TOTAL | | \$ 39,826,260 | | 100.0% |

STATE OF ALABAMA
EBO FORM NO. 8
REVISION NO.:

OPERATIONS PLAN
FISCAL YEAR 2020-2021

AGENCY NO. 319

DATE: _____ AGENCY NAME: ALABAMA COMMISSION ON HIGHER EDUCATION

APPROPRIATION UNIT NAME: _____ AGENCY SUMMARY _____ APPROPRIATION UNIT NO. 152, 153, 340
172, 189, 181

ACTIVITY NAME: _____ ALL ACTIVITIES _____ ACTIVITY NO.: _____ ALL

BUDGET ORG. NAME: _____ BUDGET ORG NO.: _____

| OBJECTIVE | 1ST QUARTER | 2ND QUARTER | 3RD QUARTER | 4TH QUARTER | TOTAL |
|----------------------|-------------|-------------|-------------|-------------|------------|
| NUMBER OF EMPLOYEES: | 26 | 30 | 31 | 31 | XXXXXXXXXX |

CODE EXPENDITURES BY

NO. MAJOR OBJECT:

| | | | | | | |
|------------------------------|-------------------|------------------|------------------|------------------|-------------------|-------------------|
| 01 PERSONNEL COSTS | 1,013,974 | 740,710 | 740,710 | 624,344 | 3,119,738 | 3,119,738.00 |
| 02 EMPLOYEE BENEFITS | 263,243 | 228,028 | 228,028 | 204,004 | 923,303 | 923,303.00 |
| 03 TRAVEL-IN-STATE | 8,825 | 9,925 | 11,525 | 10,375 | 40,650 | 40,650 |
| 04 TRAVEL-OUT-OF-STATE | 10,400 | 9,200 | 10,345 | 13,000 | 42,945 | 42,945 |
| 05 REPAIRS AND MAINTENANCE | 1,100 | 1,300 | 1,800 | 1,300 | 5,500 | 5,500 |
| 06 RENTALS & LEASES | 139,838 | 141,543 | 140,840 | 131,175 | 553,396 | 553,396 |
| 07 UTILITIES & COMMUNICATIO | 14,500 | 12,460 | 17,593 | 14,500 | 59,053 | 59,053 |
| 08 PROFESSIONAL SERVICES | 28,486 | 15,990 | 15,885 | 51,540 | 111,881 | 111,881 |
| 09 SUPPLIES & OPERATIONS | 92,455 | 33,819 | 33,819 | 58,883 | 218,976 | 218,976 |
| 10 TRANSPORTATION EXPENSE | 2,500 | 2,500 | 4,500 | 5,500 | 15,000 | 15,000 |
| 11 GRANTS, BENEFITS & CLAIMS | 8,599,567 | 8,677,231 | 8,661,742 | 8,696,493 | 34,635,033 | 34,635,033 |
| 12 CAPITAL OUTLAY | | | | | | 0 |
| 13 TRANSPORTATION PURCHASES | | | | | | 0 |
| 14 OTHER EQUIPMENT PURCHA | 7,850 | 8,540 | 14,460 | 70,135 | 100,785 | 100,785 |
| 15 DEBT SERVICE | | | | | | |
| 16 NON-EXPENDITURE DISB. | | | | | | |
| TOTAL EXPENDITURES | 10,182,518 | 9,881,246 | 9,881,247 | 9,881,249 | 39,826,260 | 39,826,260 |

SOURCE OF FUNDS

FUND FUND NAME

NO.

| | | | | | | |
|-----------------------------------|-------------------|------------------|------------------|------------------|-------------------|-------------------|
| 403 FUNDS BROUGHT FWD(FEDE | | | | | | 0 |
| 754 FUNDS BROUGHT FWD (TSPAT) | | | | | | |
| 200 ETF | 10,073,459 | 9,772,186 | 9,772,167 | 9,772,189 | 39,390,021 | 39,390,021 |
| 403 FEDERAL AND LOCAL | 109,059 | 109,060 | 109,060 | 109,060 | 436,239 | 436,239 |
| 458 AGSLP | | | | | | |
| 1160 FUNDS BROUGHT FWD(MONITOR) | | | | | | |
| 778 SAILS | | | | | | |
| 200 COLA SALARY INCREASE | | | | | | |
| 1170 AL STUDENT ASSISTANCE KNIGHT | | | | | | |
| TOTAL SOURCE OF FUNDS | 10,182,518 | 9,881,246 | 9,881,247 | 9,881,249 | 39,826,260 | 39,826,260 |

EBO USE ONLY

DATE:

APPROVED: _____

A: _____

DATE: 7/14/2020

DECISION ITEM: B Approval of 2021 Meeting Schedule

Staff Presenter: Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation: That the Commission approve the proposed meeting schedule for 2021.

The following dates are all Fridays.

Proposed Meeting Schedule for 2021:

March 12, 2021
June 11, 2021
September 10, 2021
December 10, 2021

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

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

Supporting Documentation: None.

DECISION ITEM: C: Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2020-2021 Academic Year

Staff Presenter: Mrs. Cheryl Newton
Manager of Grants and Scholarships

Staff Recommendation: That the Commission conduct a public drawing to determine the order of payment to institutions.

Background: Chapter 300-4-3.04 of the Alabama Student Grant Program Regulations states the order in which institutions will be issued Fall term checks shall be determined by a random and public drawing of institutions. Pursuant to the regulations, sealed, unmarked envelopes with the names of the institutions which have declared their intentions to apply for participation in the ASGP for the 2020-2021 academic year have been created and will be used in the drawing.

The results of the drawing at this meeting will determine the order in which grant funds will be released to institutions for the Fall term. After all Fall term payments are issued, the order will be reversed – so the institution ranked first for Fall term drops to last place for second term payment.

Supporting Documentation: Chapter 300-4-3.04 of the Alabama Student Grant Program Regulations (available upon request).

DECISION ITEM: D-1a

Bishop State Community College, Associate of Applied Science
in Respiratory Care Therapist (CIP 51.0908)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science in Respiratory Care Therapist.

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

Implementation Date: The proposed program will be implemented Fall 2021. Based on Commission policy, the proposed program must be implemented by September 13, 2023, 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 2022-23 will be at least 10.5, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2027-28 (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 (a)(2).
3. That at least 85% of program graduates will earn certification through the National Board for Respiratory Care and thereby become eligible for licensure through the Alabama State Board of Respiratory Therapy.
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, including data on related employment and/or acceptance into a baccalaureate program.

Bishop State Community College (BIS) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2028.

Background:

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.

Staff recommendation for approval is based on the following rationale:

1. Respiratory care therapists continue to be in high demand, especially in the wake of the COVID-19 public health crisis, and the proposal includes letters of support from potential employers for developing a pipeline to meet demand for respiratory care therapists in the Gulf Coast region.
2. The proposed program will be accredited by the Commission on Accreditation for Respiratory Care (CoARC) and will prepare students for certification through the National Board for Respiratory Care and state licensure through the Alabama State Board of Respiratory Therapy.
3. The Respiratory Care Therapist program will provide an alternative track for students who are not admitted into BIS's nursing or physical therapy programs.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Bishop State Community College proposal, dated May 10, 2020. 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: Bishop State Community College | | | | | | | | |
| PROGRAM: Associate of Applied Science in Respiratory Care Therapist (CIP 51.0908) | | | | | | | | |
| ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| FACULTY | \$90,309 | \$90,309 | \$114,692 | \$114,692 | \$205,001 | \$205,001 | \$215,900 | \$1,035,904 |
| LIBRARY | \$2,500 | \$2,500 | \$2,500 | \$500 | \$500 | \$500 | \$500 | \$9,500 |
| FACILITIES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| EQUIPMENT | \$250,000 | 0 | 0 | 0 | 0 | 0 | 0 | \$250,000 |
| STAFF | \$15,000 | \$15,000 | \$15,000 | \$17,000 | \$17,000 | \$17,000 | \$17,000 | \$113,000 |
| ASSISTANTSHIPS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER | \$6,500 | \$600 | \$600 | \$600 | \$600 | \$600 | \$600 | \$10,100 |
| TOTAL | \$364,309 | \$108,409 | \$132,792 | \$132,792 | \$223,101 | \$223,101 | \$234,000 | \$1,418,504 |
| SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| INTERNAL REALLOCATIONS | \$69,317 | \$24,049 | \$37,184 | \$25,936 | \$104,997 | \$93,006 | \$90,595 | \$445,084 |
| EXTRAMURAL | \$250,000 | 0 | 0 | 0 | 0 | 0 | 0 | \$250,000 |
| TUITION | \$44,992 | \$84,360 | \$95,608 | \$106,856 | \$118,104 | \$130,095 | \$143,405 | \$723,420 |
| TOTAL | \$364,309 | \$108,409 | \$132,792 | \$132,792 | \$223,101 | \$223,101 | \$234,000 | \$1,418,504 |
| ENROLLMENT PROJECTIONS | | | | | | | | |
| <i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 6-YEAR AVERAGE |
| FULL-TIME HEADCOUNT | Year 1 - No data reporting required | 8 | 15 | 17 | 19 | 21 | 23 | 17.2 |
| PART-TIME HEADCOUNT | Year 1 - No data reporting required | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL HEADCOUNT | Year 1 - No data reporting required | 8 | 15 | 17 | 19 | 21 | 23 | 17.2 |
| NEW ENROLLMENT HEADCOUNT | Year 1 - No data reporting required | 8 | 9 | 10 | 11 | 12 | 13 | 10.5 |
| DEGREE COMPLETION PROJECTIONS | | | | | | | | |
| <i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | AVERAGE |
| DEGREE COMPLETION PROJECTIONS | Year 1 - No data reporting required | 6 | 7 | 8 | 9 | 10 | 11 | 8.5 |

Attachment 2
Summary of Background Information

Bishop State Community College
Associate of Applied Science in Respiratory Care Therapist (CIP 51.0908)

Program Description/Objectives: Respiratory Care Therapy/Therapist prepares individuals, under the supervision of physicians, to assist in developing respiratory care plans, administer respiratory care procedures, supervise personnel and equipment operation, maintain records, and consult with other health care team members. The proposed program includes instruction in the applied basic biomedical sciences; anatomy, physiology, and pathology of the respiratory system; clinical medicine; therapeutic procedures; clinical expressions; data collection and record-keeping; patient communication; equipment operation and maintenance; personnel supervision; and procedures for special population groups.

Role: The proposed program is within the instructional role for Bishop State Community College (BIS).

Mode of Delivery: All Respiratory Care Therapist coursework will be delivered in a traditional, face-to-face program. BIS does not intend to offer distance education components to Respiratory Therapist Care courses (lecture or lab).

Similar Programs: The following colleges have similar programs listed at CIP 51.0908 in the Academic Program Inventory: Jefferson State Community College, Shelton State Community College, Trenholm State Community College, Wallace Community College (Dothan) and Wallace State Community College (Hanceville).

Collaboration: BIS will collaborate with the University of South Alabama to develop curriculum and articulation agreements. Letters of support for the program were included from a number of potential employers in the south Alabama area, including USA Health, Providence Hospital, Thomas Hospital, Mobile Infirmary, and North Baldwin Infirmary.

Licensure: Respiratory Therapists are licensed through the Alabama State Board of Respiratory Therapy. In order to be eligible for licensure, a practitioner must be certified through the National Board for Respiratory Care (NBRC) as a registered respiratory therapist (RRT) or a certified respiratory therapist (CRT).

Public Review: The program was posted on the Commission website from July 10, 2020 to July 30, 2020 (twenty days) for public review and comments. No comments were received.

Program Budget: The proposal projected that a total of \$1,418,504 in estimated new funds will be required to support the proposed program. A projected total of \$1,418,504 will be available through internal reallocations, extramural contributions, and tuition.

Attachment 3

**Bishop State Community College
 Associate of Applied Science in Respiratory Care Therapist (CIP 51.0908)**

| | Course # | Course Name | Sem. Hours | |
|-------------------|-----------------|---------------------------------------------|-------------------|-----------|
| Semester 1 | ENG 101 | English Composition I | 3 | |
| | MTH 100 | Intermediate College Algebra | 3 | |
| | BIO 201 | Human Anatomy and Physiology | 4 | |
| | ORI 110 | Freshman Seminar | 1 | |
| | HUM | Humanities Elective | 3 | 14 |
| Semester 2 | RPT 210 | Clinical Practice | 2 | |
| | RPT 211 | Introduction to Respiratory Care | 2 | |
| | RPT 212 | Fundamentals to Respiratory Care | 4 | |
| | RPT 213 | A&P for the Respiratory Therapist | 3 | |
| | RPT 214 | Pharmacology of the Respiratory Therapist | 2 | 13 |
| Semester 3 | RPT 220 | Clinical Practice II | 2 | |
| | RPT 221 | Pathology for the Respiratory Therapist | 3 | |
| | RPT 222 | Fundamentals of Respiratory Care II | 4 | |
| | RPT 223 | Acid Base and ABG Analysis | 2 | |
| | BIO 202 | Human Anatomy and Physiology II | 4 | 15 |
| Semester 4 | RPT 231 | Pathology for the Respiratory Therapist III | 3 | |
| | RPT 234 | Mechanical Ventilation | 4 | |
| | RPT 254 | Patient Assessment Techniques | 2 | |
| | IDS 102 | Ethics | 3 | 12 |
| Semester 5 | RPT 230 | Clinical Practice III | 2 | |
| | RPT 242 | Perinatal / Pediatric Respiratory Care | 3 | |
| | RPT 232 | Diagnostic Procedures | 2 | |
| | RPT 244 | Critical Care Considerations | 2 | |
| | ENG 102 | English Composition II | 3 | 12 |
| Semester 6 | RPT 240 | Clinical Internship | 4 | |
| | RPT 233 | Special Procedures | 2 | |
| | RPT 241 | Pulmonary Rehabilitation & Homecare | 2 | |
| | RPT 243 | Computer Applications / RRT Review | 2 | |
| | PSY 200 | General Psychology | 3 | 13 |
| | | Total Hours Required for Degree | | 76 |

DECISION ITEM: D-1b

Bishop State Community College, Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science in Medical Laboratory Technician.

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

Implementation Date: The proposed program will be implemented Fall 2021. Based on Commission policy, the proposed program must be implemented by September 13, 2023, 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 2022-23 will be at least 10.5, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2027-28 (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 (a)(2).
3. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on related employment and/or acceptance into a baccalaureate program.

Bishop State Community College (BIS) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2028.

Background:

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.

Staff recommendation for approval is based on the following rationale:

1. Medical laboratory technicians continue to be in high demand, especially in the south Alabama area. Currently, the nearest medical laboratory technician program is offered at Mississippi Gulf Coast Community College.
2. The proposal includes letters of support from potential employers for developing a pipeline to meet demand for medical laboratory technicians in the Gulf Coast region.
3. The proposed program will be accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and will prepare students for certification through the American Society for Clinical Pathology (ASCP).
4. The Medical Laboratory Technician program will provide an alternative track for students who are not admitted into BIS's nursing or physical therapy programs.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Bishop State Community College proposal, dated May 12, 2020. 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: Bishop State Community College | | | | | | | | |
| PROGRAM: Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004) | | | | | | | | |
| ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| FACULTY | \$90,309 | \$90,309 | \$114,692 | \$114,692 | \$205,001 | \$205,001 | \$215,900 | \$1,035,904 |
| LIBRARY | \$2,500 | \$2,500 | \$2,500 | \$500 | \$500 | \$500 | \$500 | \$9,500 |
| FACILITIES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| EQUIPMENT | \$250,000 | 0 | 0 | 0 | 0 | 0 | 0 | \$250,000 |
| STAFF | \$15,000 | \$15,000 | \$15,000 | \$17,000 | \$17,000 | \$17,000 | \$17,000 | \$113,000 |
| ASSISTANTSHIPS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER | \$1100 | \$2564 | \$2564 | \$2564 | \$2564 | \$2564 | \$2564 | \$16,484 |
| TOTAL | \$358,909 | \$110,373 | \$134,756 | \$134,756 | \$225,065 | \$225,065 | \$235,964 | \$1,424,888 |
| SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| INTERNAL REALLOCATIONS | \$63,917 | \$26,013 | \$39,148 | \$27,900 | \$106,961 | \$94,970 | \$92,559 | \$451,468 |
| EXTRAMURAL | \$250,000 | 0 | 0 | 0 | 0 | 0 | 0 | \$250,000 |
| TUITION | \$44,992 | \$84,360 | \$95,608 | \$106,856 | \$118,104 | \$130,095 | \$143,405 | \$723,420 |
| TOTAL | \$358,909 | \$110,373 | \$134,756 | \$134,756 | \$225,065 | \$225,065 | \$235,964 | \$1,424,888 |
| ENROLLMENT PROJECTIONS | | | | | | | | |
| <i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 6-YEAR AVERAGE |
| FULL-TIME HEADCOUNT | Year 1 - No data reporting required | 8 | 15 | 17 | 19 | 21 | 23 | 17.2 |
| PART-TIME HEADCOUNT | Year 1 - No data reporting required | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL HEADCOUNT | Year 1 - No data reporting required | 8 | 15 | 17 | 19 | 21 | 23 | 17.2 |
| NEW ENROLLMENT HEADCOUNT | Year 1 - No data reporting required | 8 | 9 | 10 | 11 | 12 | 13 | 10.5 |
| DEGREE COMPLETION PROJECTIONS | | | | | | | | |
| <i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | AVERAGE |
| DEGREE COMPLETION PROJECTIONS | Year 1 - No data reporting required | 6 | 7 | 8 | 9 | 10 | 11 | 8.5 |

Attachment 2
Summary of Background Information

Bishop State Community College
Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004)

Program Description/Objectives: Medical Laboratory Technicians (MLTs) are the backbone of the clinical laboratory. Working collaboratively with physicians, usually pathologists and medical laboratory technologists, medical laboratory testing plays a crucial role in the detection, diagnosis, and treatment of disease. The Medical Laboratory Technician program prepares individuals, under the supervision of clinical laboratory scientists/medical technologists, to perform routine medical laboratory procedures and tests and to apply pre-set strategies to record and analyze data. The proposed program will include instruction in general laboratory procedures and skills; laboratory mathematics; medical computer applications; interpersonal and communications skills; and the basic principles of hematology, medical microbiology, immunohematology, immunology, clinical chemistry, and urinalysis.

Role: The proposed program is within the instructional role for Bishop State Community College (BIS).

Mode of Delivery: All MLT coursework will be delivered in a traditional, face-to-face format. Because of the practical nature of the curriculum, BIS does not intend to offer distance education components.

Similar Programs: The following colleges have similar programs listed at CIP 51.1004 in the Academic Program Inventory: Calhoun Community College, Gadsden State Community College, Jefferson State Community College, and Wallace State Community College (Hanceville).

Collaboration: BIS will collaborate with the University of South Alabama to develop curriculum and articulation agreements. Letters of support for the program were included from a number of potential employers in the south Alabama area, including USA Health, Providence Hospital, Thomas Hospital, Mobile Infirmary, and North Baldwin Infirmary.

Licensure: The State of Alabama does not have a licensure process for employment as a Medical Laboratory Technician. Nonetheless, employers prefer candidates that have earned certification through the American Society for Clinical Pathology (ASCP) and/or the American Medical Technologists (AMT) Association. BIS's proposed program prepares graduates to pass the ASCP certification examination.

Public Review: The program was posted on the Commission website from July 10, 2020 to July 30, 2020 (twenty days) for public review and comments. No comments were received.

Program Budget: The proposal projected that a total of \$1,424,888 in estimated new funds will be required to support the proposed program. A projected total of \$1,424,888 will be available through internal reallocations, extramural contributions, and tuition.

Attachment 3

**Bishop State Community College
 Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004)**

| | Course # | Course Name | Sem. Hours | |
|-------------------|-----------------------|----------------------------------------------------|-------------------|----|
| Semester 1 | ENG 101 | English Composition I | 3 | |
| | MTH 116 | Mathematical Applications or Higher | 3 | |
| | BIO 201 | Human Anatomy and Physiology I | 4 | |
| | ORI 110 | Freshman Seminar | 1 | |
| | PSY 200 or PSY 210 | General Psychology Human Growth and Development | 3 | 14 |
| Semester 2 | *ELE | Elective | 3 | |
| | *HUM ELE | Humanities Elective | 3 | |
| | BIO 202 | Human Anatomy and Physiology II | 4 | |
| | HED 231 | First Aid | 3 | 13 |
| Semester 3 | MLT 111 | Urinalysis | 3 | |
| | MLT 121 | Hematology and Body Fluids | 6 | |
| | MLT 131 | Laboratory Techniques | 4 | |
| | MLT 151 | MLT Clinical Chemistry | 5 | 18 |
| Semester 4 | MLT 141 | MLT Microbiology I | 5 | |
| | MLT 181 | Clinical Immunology | 2 | |
| | MLT 191 | MLT Immunohematology | 5 | |
| | MLT 294 | Medical Lab Practicum Hematology and Urinalysis | 2 | |
| | MLT 297 | Medical Lab Practicum Chemistry and Immunology | 2 | 16 |
| Semester 5 | MLT 142 | MLT Microbiology II | 3 | |
| | MLT 293 | MLT Clinical Seminar | 2 | |
| | MLT 295 | Medical Lab Practicum Microbiology | 2 | |
| | MLT 296 | Medical Lab Practicum Immunohematology | 2 | 9 |
| | | Total Hours Required for Degree | 70 | |

DECISION ITEM: D-2a

University of Alabama, Doctor of Education in Curriculum and Instruction (CIP 13.0301)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Doctor of Education (EdD) in Curriculum and Instruction.

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

Implementation Date: The proposed program will be implemented in August 2021. Based on Commission policy, the proposed program must be implemented by September 13, 2023, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first six years beginning 2022-23 will be at least 4.5, based on the proposal.
2. That the annual average number of graduates for the period 2024-25 through 2027-28 (four-year average) will be 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(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 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, 2028.

Background:

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.

Staff recommendation for approval is based on the following rationale:

1. The proposed program is the result of consolidating two established EdD programs (Elementary Education and Secondary Education). With an extensive faculty roster, UA's Department of Curriculum and Instruction will not require any additional resources to deliver the proposed program.
2. There continues to be strong demand for scholarly practitioners in the field of education, and the proposed program offers greater flexibility for those choosing to pursue an EdD.

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 proposal, dated April 10, 2020. 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: The University of Alabama</i> | | | | | | | | |
| <i>PROGRAM: EdD in Curriculum and Instruction (CIP 13.0301)</i> | | | | | | | | |
| ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 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 | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| INTERNAL REALLOCATIONS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TUITION | 18,066 | 18,066 | 25,352 | 39,924 | 43,418 | 50,704 | 61,484 | 257,014 |
| TOTAL | 18,066 | 18,066 | 25,352 | 39,924 | 43,418 | 50,704 | 61,484 | 257,014 |
| ENROLLMENT PROJECTIONS | | | | | | | | |
| <i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 6-YEAR AVERAGE |
| FULL-TIME HEADCOUNT | Year 1 - No data reporting required | 2 | 2 | 4 | 4 | 4 | 5 | 3.5 |
| PART-TIME HEADCOUNT | Year 1 - No data reporting required | 1 | 4 | 7 | 9 | 9 | 10 | 6.7 |
| TOTAL HEADCOUNT | Year 1 - No data reporting required | 3 | 6 | 11 | 13 | 13 | 15 | 10.2 |
| NEW ENROLLMENT HEADCOUNT | Year 1 - No data reporting required | 3 | 4 | 4 | 5 | 5 | 6 | 4.5 |
| DEGREE COMPLETION PROJECTIONS | | | | | | | | |
| <i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | AVERAGE |
| DEGREE COMPLETION PROJECTIONS | Year 1 - No data reporting required | 0 | 0 | 2 | 4 | 4 | 5 | 3.75 |

Attachment 2

Summary of Background Information

Doctor of Education in Curriculum and Instruction
University of Alabama

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

Program Description: The proposed EdD in Curriculum and Instruction is designed to develop scholarly practitioners who can use existing research knowledge about their field to solve significant complex educational problems and to propose research investigations to define possible solutions. It is designed to replace existing EdD programs in Elementary Education and Secondary Education with a marketable and flexible educational experience. Students will carry out research on scholarly practice at various levels within or across the pre-kindergarten to grade 12 span and in teacher preparation programs (undergraduate and graduate). Program graduates will have employment opportunities in teacher education certification and related teacher education research departments in higher education ranging from community colleges to doctoral-granting universities. Graduates will have opportunities in local school systems as administrators who focus on practice supported by scholarly research to assess local needs and investigate potential solutions through curriculum and instructional projects. Additionally, the program will prepare graduates for positions outside of academia, including in governmental agencies, museums, and community-based organizations with education as part of their mission.

Student Learning Outcomes: The focus of the EdD program in Curriculum and Instruction will be on developing scholarly practitioners in education. The first two objectives are pertinent to the program's focus. The remaining four objectives are specific to the Department's Student Learning Outcomes.

1. Students will use the existing knowledge within their field to address significant complex educational problems in teacher education (undergraduate and graduate) and in pre-kindergarten through grade 12.
2. Students will propose and structure a research investigation defining possible solutions to a significant complex educational problem within teacher education or pre-kindergarten through grade 12.
3. Students will demonstrate advanced content knowledge and professional expertise to meet the needs of those they serve in both formal and informal education settings.
4. Students will draw upon scholarly literature to analyze and address questions in a variety of educational settings related to diversity and social justice.
5. Students will develop and implement authentic assessments into their work with stakeholders in formal and informal educational settings, engaging with them in theoretically informed critical reflection aimed at improving teaching practice.
6. Students will demonstrate professionalism, leadership, and collaborative skills necessary to personally pursue and engage others in life-long learning.

Administration: The program will be administered by the College of Education, Dr. Peter Hlebowitsh, Dean; and the Department of Curriculum and Instruction, Dr. Cynthia Sunal, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Two institutions submitted responses to the proposed program, with no objections indicated.

Public Review: The program was posted on the Commission website from July 10, 2020 to July 30, 2020 (twenty days) for public review and comments. No comments were received.

Similar Programs: Several institutions in Alabama offer an EdD in Educational Leadership (CIP 13.0401), but there are no other programs offering an EdD related to curriculum or instruction. Outside Alabama, Florida State University, Texas A&M University, and the University of South Carolina offer similar programs (EdD in Curriculum and Instruction, CIP 13.0301), along with other smaller institutions.

Relationship to Existing Coursework: The proposed program will consolidate UA's existing EdD in Elementary Education and its existing EdD in Secondary Education, replacing them with a single EdD program in Curriculum and Instruction. The Department of Curriculum and Instruction has a well-established undergraduate program providing the BS in Elementary Education with additional teacher certification in Early Childhood Education and a BS in Secondary Education, both of which are accompanied by "B" level state teacher certification. The Department offers an MA in Elementary Education and in Secondary Education accompanied by state "A" level teacher certification. Additionally, the MA degree in Elementary Education (also offering certification in Early Childhood Education) and the in MA in Secondary Education are offered along with alternative "A" level teacher certification for those who do not have the initial "B" level certification. Students may build an EdD program upon an existing MA program. The third level of degree offered in the Department is the Educational Specialist (EdS), which is post-MA and available in Elementary Education and in Secondary Education. It is accompanied by "AA" level teacher certification. Students may utilize relevant recent EdS coursework toward meeting the EdD program if approved by their doctoral program committee. In addition, the Department also offers PhD degrees, which they are proposing to consolidate in similar fashion.

Collaboration: While the department is not currently planning on collaboration with other institutions, it is open to the possibility in the future.

Accreditation: There is no specialized accrediting body for the EdD in Curriculum and Instruction.

Admissions: Admissions requirements for the proposed program include a GRE minimum score of 300, a completed (at the time of first enrollment) relevant master's degree in education with a minimum 3.0 GPA, transcripts, a curriculum vitae, statement of purpose, and three letters of recommendation. Applicants with a GPA and/or GRE score below these thresholds will be considered if other parts of their application demonstrate a record of excellence. Applicants must have three years of full-time classroom teaching experience in a grade level (preK-16) relevant to the position (for example, an early childhood education position would require teaching in preK-3rd grade).

Mode of Delivery: The delivery method will be traditional with options available for hybrid coursework as all courses at the University have a Blackboard Learn website available to them. About 30% of the service courses and graduate coursework within the department are offered entirely online. Hybrid online activity generally involves students in discussion boards, in journaling, and in accessing resources through the site, thereby assisting face-to-face coursework.

Curriculum:

| | |
|---------------------------------------------------|-----------|
| Program Completion Requirements: | |
| Credit hours required in program core | 18 |
| Credit hours required in support courses | 30 |
| Credit hours in program electives | 24 |
| Credit hours in thesis/dissertation | 12 |
| Total credit hours required for completion | 84 |

Program elective coursework (24 hours) will be related to the student's primary professional area of interest and is identified collaboratively with the doctoral program committee.

Other Requirements: The proposed EdD program will require a comprehensive examination when coursework is within six hours or less of completion. The comprehensive examination will be developed and scored by the doctoral program committee, which includes the advisor. Should a student fail the examination, the student will have one more opportunity to take and pass the comprehensive

examination. Upon successful completion of the comprehensive examination, the student will identify the doctoral dissertation committee membership, which will include an advisor. The student will develop the dissertation proposal with input from the committee, present it to the committee for approval, and revise as needed until it is acceptable to the committee. When the dissertation proposal has been deemed as acceptable, the student will carry out the dissertation study and write the dissertation reporting the study and its implications and conclusions. The dissertation report will be presented and defended at an open meeting in which the dissertation committee will participate and determine what, if any, revisions are needed and whether the dissertation is accepted. The dissertation proposal and the defense of the dissertation will be assessed using departmental rubrics developed by the faculty to provide a depth of assessment and also for consistency across the department.

Industry Need: Education practitioners/researchers with in-depth preparation in content-specific theory and research methods are needed to address the complex educational settings found in Alabama. Alabama faces a widely documented and long-standing teacher shortage, especially in more remote districts. Graduates will be able to use existing research to work with a variety of teachers in Alabama school systems to design lesson activities and strategies that have the potential for success. Alabama has a need for professionals who are able to: 1) identify and implement teaching and curriculum specific to local needs, 2) pilot strategies engaging students in 21st-century innovations responsive to advances in science and technology, 3) investigate how to recognize and build cultural strengths within the state's diverse communities, 4) carry out research comparing different approaches to instruction and curriculum in order to determine which are effective within but also across real-world settings, 5) identify and support family members and educators who have leadership qualities supportive of education, and 6) work within teacher education programs to develop teachers who have the skills and knowledge needed to build on students' strengths.

Student Demand: The current headcount in the existing EdD in Elementary Education and EdD in Secondary Education programs was used as a starting point. Growth is expected as the merger of the two existing programs meets student demands for flexibility to serve at a variety of levels within the pre-K to grade 12 sector.

Additionally, two student surveys were conducted. One survey was used to query 130 master's and education specialist graduates about their interest in unified doctoral programs in Curriculum and Instruction versus the existing four doctoral programs (EdD and PhD) in Elementary Education and Secondary Education. The responses indicated 46.15% were interested in a unified doctoral degree in Curriculum and Instruction versus one in either Elementary Education or Secondary Education; 41.03% indicated a doctoral-level Curriculum and Instruction degree might be of interest, and 12.82% indicated such a degree was not of interest. A second survey was conducted to determine interest among a sample of recent 2019 MA and EdS graduates in an EdD or PhD in Curriculum and Instruction. Specifically regarding the EdD, twenty responses were received. Of these, 42% indicated they would be interested in an EdD in Curriculum and Instruction, 37% indicated they may be interested in pursuing the degree, and 21 % indicated they would not be interested in pursuing the degree.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 21

Part-time: 2

Support Faculty—

Full-time: 80

Part-time: 3

Additional Faculty to be hired:

Primary Faculty—

Full-time: 5

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

UA seeks to hire five additional faculty members to support the Department of Curriculum and Instruction: two with specialties in reading education, two with specialties in mathematics education, and one in early childhood education. All five are faculty lines approved independently of the proposed program consolidation, and they are needed to replace faculty members who have retired, taken other positions, or are taking course releases due to externally funded research.

Assistantships: Eight (8) graduate assistantships are offered as part of the existing EdD programs, and that number will remain the same for the consolidated program. No additional funds will be required.

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

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

Library: UA's McLure Education Library provides many resources in support of the graduate programs in the Department of Curriculum and Instruction. The Curriculum Materials Center (CMC) consists of four different collections: the School Library Collection, the Graphic Novels, the Education Non-Book Collection (Educational Manipulatives & Kits), and the K-12 Textbook Collection. All materials can be checked out by current faculty, staff, and students, and there are limited check-outs by the general public. In addition, McLure Library hosts several different streaming video databases that can deliver video direct to classrooms and desktops to all currently registered faculty and students. These include Films on Demand, Education in Video, and Sage Video Collections.

Students and faculty at UA have access to an extensive collection of journals and databases. McLure Library provides access to full-text versions of those that are of most concern to doctoral students, in particular, ERIC, Education Index, and Professional Development Databases, plus a host of multidisciplinary databases such as Academic Search Premier, JStor, Science Direct, Web of Science, and PsychInfo. The UA Libraries also provide access to evaluative databases as well. These are primarily Journal Citation Reports and Scopus.

The Libraries also provide Sage Research Methods, a comprehensive research battery of materials designed for use by advanced researchers as well as undergraduates. It allows them to customize materials, such as literature searches or data sets for research. This supports qualitative and quantitative research for faculty and students, as well as use in the university classroom. The UA Libraries provide research software of all kinds to faculty and students. These are generally very generous site-wide licenses that are available for faculty and students to download and use. Currently, the libraries make available 151 software packages through the McLure library page. Of special note are the statistical software products that the UA Libraries provide for free download. These include well-known programs such as IBM SPSS, R for statistical computing and graphics, and SAS for data mining and other computational needs.

McLure Library is currently staffed with two full-time ALA-accredited librarians, two full-time staff assistants, and numerous student assistants. One of the librarians in McLure is the full-time Curriculum Materials Librarian who holds an MLS from an accredited ALA Library School and has an MA in Education; the other is working on a Ph.D. from the UA College of Education.

Program Budget: The proposal projected that \$0 in estimated new funds will be required to support the proposed program over the first five years. A total of \$257,014 will be available through tuition.

Attachment 3

University of Alabama
Doctor of Education (EdD) in Curriculum and Instruction

Departmental Doctoral Core Coursework (*Choose 12 hours minimum*)

| | |
|-----------------------------------------------------------------|---------|
| CIE 605 Teaching Practice Across the World | 3 hours |
| CIE 606 New Literacies | 3 hours |
| CIE 609 Discourse and Pedagogy | 3 hours |
| CIE 610 Effective Teaching | 3 hours |
| CIE 630 Curriculum Classroom Teacher | 3 hours |
| CIE 640 Seminar Teaching Education Program | 3 hours |
| CIE 645 Professional Continuum: Teaching and Learning Community | 3 hours |
| CIE 660 Cognitive Perspectives | 3 hours |
| CIE 670 Critical Inquiry Curriculum Pedagogy | 3 hours |
| CEE 690 Elementary Education: Advanced Seminar | 3 hours |
| CSE 690 Secondary Education: Advanced Seminar | 3 hours |

Required Doctoral Seminars (*6 hours*)

| | |
|------------------------------------------------------------|---------|
| CIE 675 Emergent Multilinguals (or other diversity course) | 3 hours |
| CIE 693 Curriculum Instruction Workshop | 3 hours |

Specific Research Area of Interest (*24 hours minimum*)

Students may choose graduate coursework in Elementary Education, Curriculum and Instruction, Reading Education, and Secondary Education, offered by Curriculum and Instruction Department. Depending on their interests, students also may take related coursework in other departments across the university such as history, chemistry, communications, Spanish, or algebraic topology.

Research Support Coursework (*18 hours*)

Required 15 hours:

| | |
|-------------------------------------------------------------|---------|
| BER 540 Statistical Methods in Education | 3 hours |
| BER 631 Inquiry as Interpretation: Qualitative Research I | 3 hours |
| BER 632 Reflexivity and Resistance: Qualitative Research II | 3 hours |
| BER 640 Ethics and Aesthetics: Qualitative Research III | 3 hours |
| CIE 620 Design Research Classroom Teaching | 3 hours |

Research elective 3 hours: BER 603, BER 633, BER 660, BER 665, BER 558,
CEE 695, BER 642, CSE 695

Behavioral/Humanistic Coursework (*12 hours minimum*)

Examples include:

| | |
|---------------------------------------------|---------|
| BEF 642 Studies Philosophy Education | 3 hours |
| BEF 641 Studies Social Foundation Education | 3 hours |
| BEF 640 Studies History of Education | 3 hours |
| BEP 600 Seminar in Ed Psychology | 3 hours |
| BEP 601 Family, School, Community Relations | 3 hours |
| BEP 655 Adolescent Psychology | 3 hours |
| BEP 665 Motivation/Emotion Education | 3 hours |
| BEP 641 Learning and Cognition | 3 hours |

Dissertation Hours (*12 hours*)

| | |
|----------------------------------------------------|----------|
| CEE 699 Elementary Education Dissertation Research | 12 hours |
| OR | |
| CSE 699 Secondary Education Dissertation Research | 12 hours |

DECISION ITEM: D-2b

University of Alabama, Doctor of Philosophy in Curriculum and Instruction (CIP 13.0301)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Doctor of Philosophy (PhD) in Curriculum and Instruction.

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

Implementation Date: The proposed program will be implemented in August 2021. Based on Commission policy, the proposed program must be implemented by September 13, 2023, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first six years beginning 2022-23 will be at least 5.7, based on the proposal.
2. That the annual average number of graduates for the period 2024-25 through 2027-28 (four-year average) will be 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(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 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, 2028.

Background:

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.

Staff recommendation for approval is based on the following rationale:

1. The proposed program is the result of consolidating two established PhD programs (Elementary Education and Secondary Education). With an extensive faculty roster, UA's Department of Curriculum and Instruction will not require any additional resources to deliver the proposed program.
2. There continues to be strong demand for educational researchers with specific knowledge in a curriculum area, such as mathematics education, English/ language arts education, reading education, social sciences education, foreign language education, or science education.

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 proposal, dated April 10, 2020. 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: The University of Alabama</i> | | | | | | | | |
| <i>PROGRAM: PhD in Curriculum and Instruction (CIP 13.0301)</i> | | | | | | | | |
| ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 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 | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| INTERNAL REALLOCATIONS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TUITION | 18,066 | 18,066 | 34,385 | 50,704 | 72,264 | 83,044 | 83,044 | 359,573 |
| TOTAL | 18,066 | 18,066 | 34,385 | 50,704 | 72,264 | 83,044 | 83,044 | 359,573 |
| ENROLLMENT PROJECTIONS | | | | | | | | |
| <i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 6-YEAR AVERAGE |
| FULL-TIME HEADCOUNT | Year 1 - No data reporting required | 3 | 6 | 11 | 11 | 11 | 12 | 9.0 |
| PART-TIME HEADCOUNT | Year 1 - No data reporting required | 1 | 3 | 5 | 5 | 6 | 5 | 4.2 |
| TOTAL HEADCOUNT | Year 1 - No data reporting required | 4 | 9 | 16 | 16 | 17 | 17 | 13.2 |
| NEW ENROLLMENT HEADCOUNT | Year 1 - No data reporting required | 4 | 5 | 6 | 6 | 6 | 7 | 5.7 |
| DEGREE COMPLETION PROJECTIONS | | | | | | | | |
| <i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | AVERAGE |
| DEGREE COMPLETION PROJECTIONS | Year 1 - No data reporting required | 0 | 0 | 4 | 5 | 6 | 6 | 5.25 |

Attachment 2

Summary of Background Information

Doctor of Philosophy in Curriculum and Instruction
University of Alabama

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

Program Description: The focus of the PhD in Curriculum & Instruction program is to enable professionals to solve problems in the real world as researchers using rigorous research methods. The proposed program will focus on developing researchers and scholars who work with research questions in undergraduate and graduate teacher education and in preK-12 education. It is designed to replace two existing UA doctoral programs that focus narrowly in Elementary Education and Secondary Education with a more marketable and flexible program. Each PhD student will have a specialization in a curriculum area, such as reading, science, or history, upon which to build as they consider and investigate the theory underlying that content curriculum and how it can best be implemented with preK-12 students and in teacher education.

Demand continues to grow for curriculum and instruction specialists with strong mixed-method research capabilities. The proposed Ph.D. program will prepare such specialists who will have experience with both quantitative and qualitative research methods and can combine both skills to investigate problems from multiple perspectives. While the program will provide students with the training and professional development to successfully compete for faculty positions at highly ranked teacher education programs in the US and abroad, it will also prepare them for positions outside of higher education. Opportunities for employment exist at local and state education systems, non-profit research groups, and other entities that require specialists in curriculum and instructional research and related data collection and data interpretation.

Student Learning Outcomes: The PhD program's focus will be on highly theoretical research questions and investigations addressing those questions. The first two objectives are pertinent to the program's focus. The remaining four objectives are specific to the college's Student Learning Outcomes.

1. Students will generate empirical and theoretical research questions relevant to preK through undergraduate and graduate educational settings.
2. Students will identify and implement both quantitative and qualitative research methodologies, with advanced expertise in at least one of the two traditions.
3. Students will apply advanced content knowledge and professional expertise to the development of research interventions dedicated to understanding student learning.
4. Students will draw upon scholarly literature to identify, investigate, analyze and address questions related to the conduct of the classroom and the wider educational situation.
5. Students will design a wide range of assessments for the purpose of attending to a wide range of learning outcomes.
6. Students will demonstrate professionalism, leadership, and collaborative skills in the pursuit of strengthening the learning experiences for all.

Administration: The program will be administered by the College of Education, Dr. Peter Hlebowitsh, Dean; and the Department of Curriculum and Instruction, Dr. Cynthia Sunal, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Two institutions submitted responses to the proposed program, with no objections indicated.

Public Review: The program was posted on the Commission website from July 10, 2020 to July 30, 2020 (twenty days) for public review and comments. No comments were received.

Similar Programs: Several institutions in Alabama offer PhD programs related to curriculum and instruction, though many are more narrowly focused: Alabama A&M, PhD in Reading (CIP 13.1315); Auburn University, PhD in Secondary Education (CIP 13.1205); Auburn University, PhD in Teacher Education, Multiple Levels (CIP 13.1206); University of Alabama at Birmingham, PhD in Early Childhood Education (CIP 13.1210), and University of South Alabama, PhD in Instructional Design and Development (CIP 13.9999). Outside Alabama, there are 18 PhD programs with CIP 13.0301 offered within the SREB region.

Relationship to Existing Coursework: The proposed program will consolidate UA's existing PhD in Elementary Education and its existing PhD in Secondary Education, replacing them with a single PhD program in Curriculum and Instruction. The Department of Curriculum and Instruction has a well-established undergraduate program providing the BS in Elementary Education with additional teacher certification in Early Childhood Education and a BS in Secondary Education, both of which are accompanied by "B" level state teacher certification. The Department offers an MA in Elementary Education and in Secondary Education accompanied by state "A" level teacher certification. Additionally, the MA degree in Elementary Education (also offering certification in Early Childhood Education) and the in MA in Secondary Education are offered along with alternative "A" level teacher certification for those who do not have the initial "B" level certification. Students may build an EdD program upon an existing MA program. The third level of degree offered in the Department is the Educational Specialist (EdS), which is post-MA and available in Elementary Education and in Secondary Education. It is accompanied by "AA" level teacher certification. Students may utilize relevant recent EdS coursework toward meeting the EdD program if approved by their doctoral program committee. In addition, the Department also offers EdD degrees, which they are proposing to consolidate in similar fashion.

Collaboration: While the department is not currently planning on collaboration with other institutions, it is open to the possibility in the future.

Accreditation: There is no specialized accrediting body for the PhD in Curriculum and Instruction.

Admissions: Admissions requirements for the proposed program include a GRE minimum score of 300, a completed (at the time of first enrollment) relevant master's degree in education with a minimum 3.0 GPA, transcripts, a curriculum vitae, statement of purpose, and three letters of recommendation. Applicants with a GPA and/or GRE score below these thresholds will be considered if other parts of their application demonstrate a record of excellence. Applicants must have three years of full-time classroom teaching experience in a grade level (preK-16) relevant to the position (for example, an early childhood education position would require teaching in preK-3rd grade).

Mode of Delivery: The delivery method will be traditional with options available for hybrid coursework as all courses at the University have a Blackboard Learn website available to them. About 30% of the service courses and graduate coursework within the department are offered entirely online. Hybrid online activity generally involves students in discussion boards, in journaling, and in accessing resources through the site, thereby assisting face-to-face coursework.

Curriculum:

| | |
|---------------------------------------------------|------------|
| Program Completion Requirements: | |
| Credit hours required in program core | 48 |
| Credit hours required in support courses | 24 |
| Credit hours in program electives | 6 |
| Credit hours in thesis/dissertation | 24 |
| Total credit hours required for completion | 102 |

Other Requirements: The proposed PhD program will require a comprehensive examination when coursework is within six hours or less of completion. The comprehensive examination will be developed and scored by the doctoral program committee, which includes the advisor. Should a student fail the examination, the student will have one more opportunity to take and pass the comprehensive examination. Upon successful completion of the comprehensive examination, the student will identify the doctoral dissertation committee membership, which will include an advisor. The student will develop the dissertation proposal with input from the committee, present it to the committee for approval, and revise as needed until it is acceptable to the committee. When the dissertation proposal has been deemed as acceptable, the student will carry out the dissertation study and write the dissertation reporting the study and its implications and conclusions. The dissertation report will be presented and defended at an open meeting in which the dissertation committee will participate and determine what, if any, revisions are needed and whether the dissertation is accepted.

Industry Need: The proposed PhD program in Curriculum and Instruction will provide in-depth preparation in theory and research methods situated within a content discipline. Such in-depth preparation is needed to address needs in Alabama's diverse and complex educational settings, preK-12, in university teacher education programs, and in formal and informal settings outside of academia. Alabama has a need for well-trained graduates who can 1) help educators identify the parameters of emerging problems, 2) carry out rigorous research and use research findings to establish what approaches will be productive within Alabama's educational settings, 3) determine what factors may limit efforts, and 4) critically reflect on what might overcome limitations while also taking advantage of local strengths. These researchers will have the ability to address educational problems with the flexibility necessary in quickly changing formal school settings and within informal education environments. In addition, nationally, there are not sufficient faculty qualified at the PhD-level to fill open positions, as reported in Kezar, Maxey, and Holcombe (2015), and a strong need for more full-time faculty with theoretical research interests.

Student Demand: The current headcount in the existing PhD in Elementary Education and EdD in Secondary Education programs was used as a starting point. Growth is expected as the merger of the two existing programs meets student demands for flexibility to serve at a variety of levels within the elementary and secondary education sector. Additionally, two student surveys were conducted. One survey was used to query 130 master's and education specialist graduates about their interest in unified doctoral programs in Curriculum and Instruction versus the existing four doctoral programs (EdD and PhD) in Elementary Education and Secondary Education. The responses indicated 46.15% were interested in a unified doctoral degree in Curriculum and Instruction versus one in either Elementary Education or Secondary Education; 41.03% indicated a doctoral-level Curriculum and Instruction degree might be of interest, and 12.82% indicated such a degree was not of interest. A second survey was conducted to determine interest among a sample of recent 2019 MA and EdS graduates in an EdD or PhD in Curriculum and Instruction. Specifically regarding the PhD, twenty responses were received. Of these, 25% indicated they would be interested in an PhD in Curriculum and Instruction, 15% indicated they may be interested in pursuing the degree, and 40% indicated they would not be interested in pursuing the degree.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 21

Part-time: 2

Support Faculty—

Full-time: 80

Part-time: 3

Additional Faculty to be hired:

Primary Faculty—

Full-time: 5
Part-time: 0
Support Faculty—
Full-time: 0
Part-time: 0

UA seeks to hire five additional faculty members to support the Department of Curriculum and Instruction: two with specialties in reading education, two with specialties in mathematics education, and one in early childhood education. All five are faculty lines approved independently of the proposed program consolidation, and they are needed to replace faculty members who have retired, taken other positions, or are taking course releases due to externally funded research.

Assistantships: Nine (9) graduate assistantships are offered as part of the existing PhD programs, and that number will remain the same for the consolidated program. No additional funds will be required.

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

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

Library: UA's McLure Education Library provides many resources in support of the graduate programs in the Department of Curriculum and Instruction. The Curriculum Materials Center (CMC) consists of four different collections: the School Library Collection, the Graphic Novels, the Education Non-Book Collection (Educational Manipulatives & Kits), and the K-12 Textbook Collection. All materials can be checked out by current faculty, staff, and students, and there are limited check-outs by the general public. In addition, McLure Library hosts several different streaming video databases that can deliver video direct to classrooms and desktops to all currently registered faculty and students. These include Films on Demand, Education in Video, and Sage Video Collections.

Students and faculty at UA have access to an extensive collection of journals and databases. McLure Library provides access to full-text versions of those that are of most concern to doctoral students, in particular, ERIC, Education Index, and Professional Development Databases, plus a host of multidisciplinary databases such as Academic Search Premier, JStor, Science Direct, Web of Science, and PsychInfo. The UA Libraries also provide access to evaluative databases as well. These are primarily Journal Citation Reports and Scopus.

The Libraries also provide Sage Research Methods, a comprehensive research battery of materials designed for use by advanced researchers as well as undergraduates. It allows them to customize materials, such as literature searches or data sets for research. This supports qualitative and quantitative research for faculty and students, as well as use in the university classroom. The UA Libraries provide research software of all kinds to faculty and students. These are generally very generous site-wide licenses that are available for faculty and students to download and use. Currently, the libraries make available 151 software packages through the McLure library page. Of special note are the statistical software products that the UA Libraries provide for free download. These include well-known programs such as IBM SPSS, R for statistical computing and graphics, and SAS for data mining and other computational needs.

McLure Library is currently staffed with two full-time ALA-accredited librarians, two full-time staff assistants, and numerous student assistants. One of the librarians in McLure is the full-time Curriculum Materials Librarian who holds an MLS from an accredited ALA Library School and has an MA in Education; the other is working on a PhD from the UA College of Education.

Program Budget: The proposal projected that \$0 in estimated new funds will be required to support the proposed program over the first five years. A total of \$359,573 will be available through tuition.

Attachment 3

University of Alabama
Doctor of Philosophy (PhD) in Curriculum and Instruction

Departmental Doctoral Core Coursework (*Choose 12 hours*)

| | |
|---------------------------------------------------------------------|---------|
| CIE 605 Teaching Practice Across the World | 3 hours |
| CIE 606 New Literacies | 3 hours |
| CIE 609 Discourse and Pedagogy | 3 hours |
| CIE 610 Effective Teaching | 3 hours |
| CIE 630 Curriculum Classroom Teacher | 3 hours |
| CIE 640 Seminar Teaching Education Program | 3 hours |
| CIE 645 Professional Continuum: Teaching and Learning Community | 3 hours |
| CIE 650 Social and Psychological Factors in Curriculum and Teaching | 3 hours |
| CIE 660 Cognitive Perspectives | 3 hours |
| CIE 670 Critical Inquiry Curriculum Pedagogy | 3 hours |
| CEE 690 Elementary Education: Advanced Seminar | 3 hours |
| CSE 690 Secondary Education: Advanced Seminar | 3 hours |

Required Doctoral Seminar

| | |
|-----------------------------------------|---------|
| CIE 693 Curriculum Instruction Workshop | 3 hours |
|-----------------------------------------|---------|

Specific Research Area of Interest (*33 hours minimum*)

Students may choose graduate coursework in Elementary Education, Curriculum and Instruction, Reading Education, and Secondary Education, offered by Curriculum and Instruction Department. Depending on their interests, students also may take related coursework in other departments across the university such as history, chemistry, communications, Spanish, or algebraic topology.

Research Support Coursework (*Choose 24 hours*)

| | |
|-------------------------------------------------------------|---------|
| BEF 504 Philosophy and Education | 3 hours |
| BER 540 Statistical Methods in Education | 3 hours |
| BER 631 Inquiry as Interpretation: Qualitative Research I | 3 hours |
| BER 632 Reflexivity and Resistance: Qualitative Research II | 3 hours |
| BER 640 Quantitative Research II | 3 hours |
| BER 641 Studies in the Social Foundation of Education | 3 hours |
| BEF 601 Readings in Sociology of Education | 3 hours |
| BEF 640 Studies in the History of Education | 3 hours |
| BEF 585 Language, Politics, and Education | 3 hours |
| BEP 650 Psychology of Morality | 3 hours |
| BEP 655 Adolescent Psychology | 3 hours |
| BEP 665 Motivation/Emotion Education | 3 hours |
| BEP 670 Methods and Trends in Education Neuroscience | 3 hours |

Free Education Electives (*6 hours minimum, examples include*)

| | |
|---------------------------------------------------------|------------|
| BER 603 Survey Research in Education | 3 hours |
| BER 633 Ethics and Aesthetics: Qualitative Research III | 3 hours |
| BER 660 Evaluation I: Theory and Practice | 3 hours |
| BER 665 Mixed Methods Research Design | 3 hours |
| BER 558 Introduction to Psychometrics | 3 hours |
| BER 642 Advanced Regression Methods | 3 hours |
| CIE 620 Design Research Classroom Teaching | 3 hours |
| CEE 695 Practicum | 1-12 hours |
| CSE 695 Practicum | 1-12 hours |

Dissertation Hours (*24 hours*)

| | |
|----------------------------------------------------|----------|
| CEE 699 Elementary Education Dissertation Research | 24 hours |
| OR | |
| CSE 699 Secondary Education Dissertation Research | 24 hours |

DECISION ITEM: D-3

University of North Alabama, Bachelor of Fine Arts in Cinematic Arts and Theatre (CIP 50.0501)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Fine Arts in Cinematic Arts and Theatre.

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

Implementation Date: The proposed program will be implemented in January 2021. Based on Commission policy, the proposed program must be implemented by January 15, 2023, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first six years beginning 2022-23 will be at least 12, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2027-28 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(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 include data showing related employment and/or acceptance into a graduate program.

The University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2028.

Background:

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.

Staff recommendation for approval is based on the following rationale:

1. The proposed program combines UNA's existing offerings in Theatre and Cinematic Arts into a single program, and curriculum will be aligned with accreditation standards through the National Association of Schools of Theatre (NAST).
2. Enrollment within existing offerings remains high, and student demand is projected to grow with the integrated program.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of North Alabama proposal, dated June 15, 2020. 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: The University of North Alabama | | | | | | | | |
| PROGRAM: Bachelor of Fine Arts in Cinematic Arts and Theatre (CIP 50.0501) | | | | | | | | |
| ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| FACULTY | \$28,800 | \$28,800 | \$28,800 | \$28,800 | \$28,800 | \$28,800 | \$28,800 | \$201,600 |
| LIBRARY | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| FACILITIES | \$53,002 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$53,002 |
| EQUIPMENT | \$19,748 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$19,748 |
| STAFF | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| ASSISTANTSHIPS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| OTHER | \$1,813 | \$1,413 | \$1,413 | \$1,413 | \$1,413 | \$1,413 | \$1,413 | \$10,291 |
| TOTAL | \$103,363 | \$30,213 | \$30,213 | \$30,213 | \$30,213 | \$30,213 | \$30,213 | \$284,641 |
| SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| INTERNAL REALLOCATIONS | \$45,666 | \$45,666 | \$45,666 | \$45,666 | \$45,666 | \$45,666 | \$45,666 | \$319,662 |
| EXTRAMURAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TUITION | \$0 | \$115,200 | \$201,600 | \$259,200 | \$307,200 | \$345,600 | \$393,600 | \$1,622,400 |
| TOTAL | \$45,666 | \$160,866 | \$247,266 | \$304,866 | \$352,866 | \$391,266 | \$439,266 | \$1,942,062 |
| ENROLLMENT PROJECTIONS | | | | | | | | |
| <i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 6-YEAR AVERAGE |
| FULL-TIME HEADCOUNT | Year 1 - No data reporting required | 12 | 21 | 27 | 32 | 36 | 39 | 27.83 |
| PART-TIME HEADCOUNT | Year 1 - No data reporting required | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL HEADCOUNT | Year 1 - No data reporting required | 12 | 21 | 27 | 32 | 36 | 39 | 27.83 |
| 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> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | AVERAGE |
| DEGREE COMPLETION PROJECTIONS | Year 1 - No data reporting required | 5 | 6 | 7 | 8 | 9 | 10 | 7.5 |

Attachment 2

Summary of Background Information

Bachelor of Fine Arts in Cinematic Arts and Theatre
University of North Alabama

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

Program Description: The Cinematic Arts and Theatre BFA program at UNA is designed as a professional degree program focused around experiential learning that will prepare students for employment on future film and live theatre projects, both in Alabama and in larger markets, such as Atlanta, New York, Los Angeles, and Chicago. The Cinematic Arts and Theatre program will provide a well-rounded education in core principles of collaboration, artistic development and implementation, critical perspective, research, analysis, and diversity. Cinematic Arts and Theatre students will enroll in a blended core of lecture classes and participate in classes designed to provide students opportunities to create and collaborate on film and theatre projects. After completing the core curriculum, students will choose one of three concentrations in Acting for Stage and Screen, Production Design and Technology, or Film Production. Students with a concentration in Film Production will be prepared to seek employment as screenwriters, film/television editors, directors, production managers/assistant directors, producers, videographer/cinematographers, post production supervisors, script editors, production designers, sound editor/designers, entertainment executives, and other film production jobs. Those in the Acting for Stage and Screen concentration will be prepared to enter graduate-level training in classical acting styles or prepared to work as professional stage, film and television, voice-over, or commercial actors. Students in the Production Design and Technology concentration will be prepared to work in the live theatre industry as production designers in the areas of lighting, sound, costume, and scenery.

Student Learning Outcomes: Graduates of the proposed program will demonstrate the following learning outcomes:

- 1) **Analysis/Conceptualization:** Students will display textual and/or contextual comprehension and its translation into the contributions of the various character roles in Cinematic Arts and Theatre productions.
- 2) **Research:** Students will demonstrate competency in investigative methods to determine historical/socio-cultural contexts, critical responses, and artistic contributions of distant and/or recent cinematic arts and theatre works.
- 3) **Critical Perspective:** Students will demonstrate the ability to develop and express evaluation of the effectiveness of the contributions of the individual artists and the totality of the cinematic arts and theatre experience as witnessed in text, staging, and filming of dramatic productions.
- 4) **Artistic Development/Implementation:** Students will demonstrate the union of the imaginative impulse and acquired technique in the development of creative projects within the various subfields of the cinematic arts and theatre experience.
- 5) **Diversity:** Students will demonstrate knowledge of the varied roles of culture, style, and genre through cinematic arts and theatre courses, performances, and viewings.
- 6) **Collaboration:** Students will demonstrate knowledge of the independent parameters of the various subfields of the cinematic and theatre arts and how those responsibilities overlap to produce a cohesive cinematic arts and theatre product.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Sarah Lynn Baird, Dean; and the School of the Arts, Dr. Terrance Brown, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Council of University Chief Academic Officers (CUCAO). Two responses were received, both indicating support for the program.

Public Review: The program was posted on the Commission website from July 10, 2020 to July 30, 2020 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer programs at the same CIP code (50.0501) at the baccalaureate level:

1. Alabama State University, BA in Theatre Arts
2. Athens State University, BA in Drama and Theatre Arts
3. Auburn University, BFA and BA in Theatre
4. Jacksonville State University, BA in Drama
5. University of Alabama, BFA, BA in Theatre
6. University of Alabama at Birmingham, BA in Theatre
7. University of Alabama in Huntsville, BA in Theatre
8. University of Montevallo, BFA, BA, BS in Theatre
9. University of South Alabama, BFA, BA in Dramatic Arts

Relationship to Existing Coursework: The proposed program will replace UNA's existing BA in Theatre, combining it with the Cinematic Arts concentration within the BA and BS degrees in Communication Arts. The Cinematic Arts and Theatre program will be one of the arts units in the university's School of the Arts (SOTA). Within SOTA, the Cinematic Arts and Theatre program will work with the Department of Art and the Department of Music to develop arts collaborations and cross-department degrees of study. Currently, a certificate in musical theatre is being developed by SOTA faculty. The Cinematic Arts and Theatre program will also work with the film studies program housed in the Department of English.

Collaboration: The program plans to establish matriculation agreements with Columbia State Community College (Columbia, TN) and Calhoun Community College. This will allow students studying cinematic arts or theatre arts at the associate's level to transition seamlessly into the baccalaureate program and be in sequence to graduate in two years. In addition, one institutional reviewer of the program indicated an interest in pursuing a regional collaboration with other four-year institutions offering similar programs.

Accreditation: The program plans to seek accreditation from the National Association of Schools of Theatre (NAST). To guarantee alignment with their standards, faculty have consulted with NAST representatives while developing the Cinematic Arts and Theatre curriculum.

Admissions: The program has no special admissions requirements.

Mode of Delivery: The program will be offered primarily on campus through lecture, studio, and practicum coursework, with approximately 5 percent offered online.

Curriculum: The proposed program will have 42 hours of program core coursework, with 15 additional hours of program electives, which are listed as support courses. In addition, students will choose among three concentrations within the major, for a total of 21 credit hours: 1) Acting for Stage and Screen; 2) Production Design and Technology; and 3) Film Production. The majority of the coursework for the major has been developed already for UNA's existing BA and BS degrees in Communication Arts: Cinematic Arts and Department of Entertainment Industries BA in Theatre. In addition, UNA has developed four new courses for the program: CAT 201: Stagecraft; CAT 251: Cinematic Language; CAT 401: History of Theatrical Design Class; and CAT 495: Professional Practice for the Actor.

Program Completion Requirements:

| | |
|------------------------------------------------------------|------------|
| Credit hours required in program core coursework | 42 |
| Credit hours required in concentration | 21 |
| Credit hours in institutional general education curriculum | 42 |
| Credit hours required in support courses | 15 |
| Credit hours in free or general electives | 0 |
| Total credit hours required for completion | 120 |

Industry Need: According to the Alabama Film Office, in 2019 there were 20 major film projects in Alabama that took advantage of tax incentives for film projects. In order to qualify for these incentives, the film production must have a budget of at least \$500,000. The Alabama Department of Commerce reports that these productions spent nearly \$72 million while in Alabama, up from \$63.5 million during the previous year. Since 2012, film production expenditures in the State of Alabama have more than doubled. These projects hire trained crew members, actors, production assistants, art department positions, and a host of other specified jobs to make their productions run smoothly and efficiently. While production expenditures are down in 2020 due to COVID, the Alabama Film Office expects this sector to continue its growth following the public health crisis.

Student Demand: Enrollment in UNA Arts programs is on a steady incline since the creation of the School of the Arts. The existing Theatre program has the highest enrollment numbers in its recent history, going from single-digit enrollment to over 30 enrolled students. Combined with robust enrollment in the Cinematic Arts concentration, student demand for the combined program is strong. To ensure program viability and progression, Cinematic Arts and Theatre will continue to assess enrollment trends, monitor student interest, and actively engage in new student recruitment.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 4

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 3

Due to the COVID-19 pandemic, UNA plans to delay the hiring of new full-time faculty and supplement the teaching with adjunct faculty. Current projected enrollments and current staffing will adequately serve the needs of the program. Additional faculty will be hired based on growth.

Assistantships: No assistantships will be offered for the program.

Equipment: New equipment is required to support the program. The cost of equipment upgrades have been shared by Cinematic Arts and Theatre, the School of the Arts, and the College of Arts and Sciences.

The following table details program purchases made to date:

| Item | Cost | Quantity | Total |
|------------------|-----------|----------|-----------|
| iMac 27 | \$2973.99 | 3 | \$8921.97 |
| Computer Chairs | \$59.99 | 3 | \$179.97 |
| Projector | \$4071.00 | 1 | \$4071.00 |
| Floor Mats | \$159.99 | 8 | \$1279.92 |
| Storage Cabinets | \$499.99 | 6 | \$2999.94 |
| Chairs | \$45.90 | 50 | \$2295.00 |

Total \$19,747.80

Following implementation, the program will need to update or purchase new editing software and camera equipment as technology changes. These purchases will be acquired through Cinematic Arts and Theatre accumulated student fees and revenue generated from public presentations and events.

Facilities: In 2019, UNA renovated a space in the School of the Arts at the cost of \$53,002. The space will serve as a sound stage for simulating projects for film production students and acting for the stage and camera students. The renovated space also includes a theatrical digital design and film editing digital lab, including four workstations for editing and video processing, and a screening area for student films.

Library: The Collier Library and Information Services at the University of North Alabama (UNA) provides facilities, resources (print and digital), services, and staff sufficient to support the proposed BFA in Cinematic Arts and Theatre. In support of all programs on campus, the main library provides access to physical resources, including books, DVDs, journals, magazines, and special collections, with holdings of more than 317,000 cataloged volumes, including 33,565 bound periodical volumes, 980,817 microform units, 556,724 electronic books, and 9,600 audiovisual and other media materials. These collections include approximately 3,638 print books and 4,322 electronic books in the classification numbers most relevant to Cinematic Arts and Theatre. The library's print and electronic book holdings include collections in American and English literature to support undergraduate and graduate programs in those areas, as well as strong collections in other major foreign language literatures. UNA Archives and Special Collections currently holds a collection of films submitted to the UNA George Lindsey Film Festival, and three script collections comprised of scripts for motion pictures and television programs.

The library's audio-visual holdings include 2,978 DVDs in the call numbers most relevant to Cinematic Arts and Theatre. Physical holdings are supplemented by more than 96,000 streaming videos and thousands of streaming audio files, including databases such as Digital Theatre Plus, Films on Demand, Kanopy, Theatre in Video, and World Cinema Collection (the latter two being part of Academic Video Online by Alexander Street). Additionally, through pre-purchased licenses, the library can add one-year, on-demand licenses for streaming films from Swank Digital Campus. Other streaming film databases are available for subscription, but would require additional funding for the library.

The library provides current access to more than 39,000 periodical titles, the vast majority in electronic format. Coverage of Cinematic Arts and Theatre is included in specialized databases, such as Communication and Mass Media Complete, and Art Full Text, as well as in general periodical databases, such as Academic OneFile, Academic Search Complete, JSTOR (Arts & Sciences Collections I-XII), Project Muse, and ProQuest Central. These databases are supplemented by numerous publisher packages that provide full-text to thousands of academic journals, including Taylor & Francis, Wiley, and Sage Premier. The library also subscribes to a variety of databases for other types of content, including biographies, books reviews, news, and reference. In all, the library provides access to over 180 electronic databases, including the databases of the Alabama Virtual Library. The library collections are enhanced by memberships in library networks and consortiums that allow sharing of materials through interlibrary loan services. The library also provides study spaces for

groups and individuals; equipment, such as cameras, desktop computers, laptops, and printers; and a maker-space. The library is staffed by nine professional librarians, seven full-time and five part-time support staff, along with student employees, providing services such as course reserves, departmental liaisons, document delivery, instruction, interlibrary loan, an institutional repository, OER and copyright support, poster printing and research consultations.

Other: This category includes costs associated with NAST accreditation, specifically \$400 for the initial application and \$1,413 for annual membership fees.

Program Budget: The proposal projected that \$ 284,641 in estimated new funds will be required to support the proposed program over the first seven years. A total of \$1,942,062 in revenue will be available through tuition and internal reallocations.

Attachment 3

University of North Alabama
 Bachelor of Fine Arts in Cinematic Arts and Theatre

| Course Number and Title | Number of Credit Hours | * If New Course |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------|
| GENERAL EDUCATION CURRICULUM, Areas I-IV | 42 | |
| CINEMATIC ARTS AND THEATRE CORE | 42 | |
| CAT 100 – Elements of Cinematic Arts and Theatre I | 6 | |
| *CAT 201 – Stagecraft | 3 | * CAT 201 – Stagecraft |
| CAT 220 – Beginning Acting | 3 | |
| CAT 253 – Intro to Film Production | 3 | |
| CAT 293W – Screenwriting Fundamentals | 3 | |
| CAT 301 – Elements of Cinematic Arts and Theatre II | 6 | |
| CAT 310 – Script Analysis | 3 | |
| CAT 370 – Directing I | 3 | |
| CAT 480 – Topics in Cinematic Arts and Theatre | 3 | |
| <i>Select 3 program electives:</i> *CAT 251 – Cinematic Language (3) *CAT 401 – History of Theatrical Design Class (3) CAT 402 – Dramatic Lit Criticism I (3) CAT 405 – Dramatic Lit Criticism I (3) CAT 430 – History of Theatre I (3) CAT 440 – History of Theatre II (3) EN 307 – Introduction to Film Studies (3) EN 309 – Film Theory and Criticisms (3) EN 391 – Film Authors (3) EN 392 – Film Genres (3) EN 494 – Special Topics in Film Studies (3) | 9 | *CAT 251 – Cinematic Language (3) *CAT 401 – History of Theatrical Design Class (3) |
| PROGRAM CONCENTRATION: <i>Select one from the following 3 options:</i> | 21 | |
| Acting for Stage and Screen: CAT 200 – Voice and Movement I (3) CAT 300 – Intermediate Acting (3) CAT 320 – Voice and Movement II (3) CAT 335 -- Acting for the Camera (3) CAT 470 – Directing II (3) CAT 400 – Advanced Acting (3) *CAT 495 – Professional Practice for the Actor (3) | 21 | *CAT 495 – Professional Practice for the Actor (3) |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------|
| <p>Production Design and Technology: CAT 250 – Rendering (3) CAT 280- Digital Drafting for Theatre (3) CAT 340 – Scenography (3) CAT 350 – Designing for the Stage (3) CAT 360 – Advanced Design Techniques (3) CAT 380 – Stage Management (3) CAT 420 – Portfolio Preparation (3)</p> | 21 | |
| <p>Film Production: CAT 293W – Short Screenplay Writing (3) CAT 323 – Intermediate Film Production (3) CAT 470 – Directing II (3) CAT 383 – Film Practicum Pre-Production (3) CAT 393W – Screenwriting Artistry (3) CAT 443 – Advanced Film Production (3) CAT 493 – Film Production Practicum (3)</p> | 21 | |
| <p>PROGRAM ELECTIVES: Select 15 credit hours from CAT electives (classes must have a CAT prefix)</p> | 15 | |
| | | Total Credit Hours = 120 |

DECISION ITEM: D-4

University of South Alabama, Bachelor of Science in
Recreational Therapy (CIP 51.2309)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Recreational Therapy.

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

Implementation Date: The proposed program will be implemented in Fall 2021. Based on Commission policy, the proposed program must be implemented by September 15, 2023, 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 2022-23 (six-year average) will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2023-24 through 2027-28 (five-year average) will be at least 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8 (a)(2).
3. That over the same period (2023-24 through 2027-28), the average annual number of graduates from the existing BS in Sport Management and Recreation Studies (CIP 31.0101) will continue to meet the adopted graduation requirements for baccalaureate programs as stated in the Code of Alabama 16-5-8(a)(2).
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and/or acceptance into a graduate program.

The University of South Alabama (USA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2028.

Background:

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.

Staff recommendation for approval is based on the following rationale:

1. USA currently offers a Therapeutic Recreation Concentration within its existing BS in Sport Management and Recreation Studies (CIP 31.0101). The proposed program would replace this concentration with a stand-alone degree and would not require any additional resources to deliver.
2. USA's existing concentration has a high student demand, with over 25 students graduating per year.
3. If approved, the program would become the only stand-alone baccalaureate program in the State preparing students in the field of Recreational Therapy.
4. The proposed program is designed to meet the certification requirements required by the National Council for Therapeutic Recreation Certification (NCTRC). Upon completion of the academic requirements of the program, including a clinical internship, students will be eligible for credentialing as a Certified Therapeutic Recreation Specialist (CTRS).

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of South Alabama program proposal, received June 10, 2020. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

| NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|
| INSTITUTION: University of South Alabama | | | | | | | | |
| PROGRAM: Bachelor of Science in Recreational Therapy (CIP 51.2309) | | | | | | | | |
| ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 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 | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| INTERNAL REALLOCATIONS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| EXTRAMURAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TUITION | 0 | \$67,116 | \$78,960 | \$98,700 | \$130,284 | \$150,024 | \$165,816 | \$690,900 |
| TOTAL | 0 | \$67,116 | \$78,960 | \$98,700 | \$130,284 | \$150,024 | \$165,816 | \$690,900 |
| ENROLLMENT PROJECTIONS | | | | | | | | |
| <i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 6-YEAR AVERAGE |
| FULL-TIME HEADCOUNT | Year 1 - No data reporting required | 7 | 8 | 10 | 14 | 16 | 18 | 12.17 |
| PART-TIME HEADCOUNT | Year 1 - No data reporting required | 3 | 4 | 5 | 5 | 6 | 6 | 4.83 |
| TOTAL HEADCOUNT | Year 1 - No data reporting required | 10 | 12 | 15 | 19 | 22 | 24 | 17 |
| NEW ENROLLMENT HEADCOUNT | Year 1 - No data reporting required | 7 | 8 | 9 | 10 | 12 | 14 | 10 |
| DEGREE COMPLETION PROJECTIONS | | | | | | | | |
| <i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | AVERAGE |
| DEGREE COMPLETION PROJECTIONS | Year 1 - No data reporting required | 0 | 2 | 7 | 10 | 12 | 14 | 8.8 |

Attachment 2

Summary of Background Information

Bachelor of Science in Recreational Therapy
University of South Alabama

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

Program Description: The proposed Recreational Therapy (RT) Program is designed to provide students with the knowledge, skills, and abilities to successfully use recreation and other activity-based interventions to address the assessed needs of individuals with illnesses and/or disabling conditions as a means to aid their psychological and physical health, recovery, and well-being. Utilizing classroom instruction, lab experiences, and clinical internship, the proposed RT Program is designed to meet accreditation standards set by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), Committee on Accreditation of Recreational Therapy Education (CARTE). Additionally, students completing the BS in Recreational Therapy will be eligible for credentialing as a Certified Therapeutic Recreation Specialist (CTRS) by the National Council for Therapeutic Recreation Certification (NCTRC). While certification is preferred by industry, it is not required for entry-level employment.

The proposed RT program will prepare students to work in clinical, allied health facilities (e.g., hospitals, rehabilitation centers, mental health programs, and extended care facilities) and community-based recreation programs that serve individuals with disabilities. In addition, program coursework will fulfill pre-professional requirements for entry into graduate-level allied health programs (e.g., physical therapy, occupational therapy, and physician's assistant).

Student Learning Outcomes: At the completion of the proposed RT program, students will:

1. Master the following concepts:
 - The foundation, philosophy, theories, and practice of recreational therapy
 - Human anatomy, human development and behavior, and motor learning
 - Disabling conditions, impairments, and medical terminology
 - The APIE (Assessment, Planning, Implementation, Evaluation) process and the techniques necessary to document and achieve specific client outcomes
 - Management, promotion, budgeting, and safety precautions in the delivery of therapeutic recreation services
2. Demonstrate proficiency in reading, evaluating, and utilizing information from current research and literature in health science and therapeutic recreation.
3. Apply various interventions and facilitation techniques, in accordance with the American Therapeutic Recreation Association (ATRA) standards of practice and ethics, to provide services within a variety of settings and diverse populations.
4. Employ critical thinking skills enabling the integration of appropriate patient data to the APIE process to achieve specific health and wellness outcomes.
5. Demonstrate and promote the values and ethical standards of therapeutic recreation, advocate for the profession, pursue continuing professional development, and collaborate with other health care professionals in the delivery of therapeutic recreation services.

Administration: The program will be administered by the College of Education and Professional Studies, Dr. Andrea Kent, Dean; and the Department of Health, Kinesiology, and Sport, Dr. Shelly Holden, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISIP) was reviewed by the Council of Chief Academic Officers. No responses were received.

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

Similar Programs: There are no other programs in the Academic Program Inventory listed at CIP 51.2309. Alabama State University offers a BS in Parks and Recreation Management (CIP 31.0101) with a concentration in Recreational Therapy.

Relationship to Existing Programs: USA currently offers a Therapeutic Recreation Concentration within its existing BS in Sport Management and Recreation Studies (CIP 31.0101). The proposed Recreational Therapy program will replace this concentration with a stand-alone program.

Collaboration: No collaboration is planned at this time.

Accreditation: Recreational Therapy is an allied health profession under the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Committee on Accreditation of Recreational Therapy Education (CARTE) is the CAAHEP review committee designated to evaluate Recreational Therapy programs. USA's BS in Recreational Therapy is designed to follow required RT curriculum content, support content, modality/facilitation skills, and clinical education requirements to meet accreditation standards, and USA intends to apply for accreditation through CARTE.

Admissions: The program has no special admission requirements.

Mode of Delivery: Courses will be offered in traditional lecture, hybrid, and web-enhanced formats. Program course delivery will utilize distance education technology (web-enhanced) through Canvas Learning Management System.

Curriculum: Since the program is built out of an existing option within the BS in Sport Management and Recreation Studies, USA will not need to develop any new courses for the program.

Program Completion Requirements:

| | |
|---------------------------------------------------------------------|------------|
| Credit hours required in major courses: | 70 |
| Credit hours required in minor: | 0 |
| Credit hours required in support courses: | 0 |
| Credit hours in institutional general education or core curriculum: | 47 |
| Credit hours in required or free electives: | 3 |
| Credit hours for thesis or dissertation: | 0 |
| Total Credit hours: | 120 |

Students must successfully complete a practicum, clinical labs, and an internship that meets the National Council of Therapeutic Recreation Certification requirements. The internship requires 560 contact hours over a 14-week period at an approved site under the supervision of a qualified certified RT Specialist (CTRS).

Industry Need: No other university in the Gulf Coast area or in the State of Alabama offers a stand-alone BS in Recreational Therapy. With an aging population in south Alabama and throughout the Gulf Coast region, recreational therapists are increasingly needed to help patients maintain their mobility, manage their health conditions, including behavioral health and substance abuse, and adapt recreational activities to accommodate physical limitations. There is also a growing need for RT services to help veterans manage service-related conditions, such as post-traumatic stress disorder (PTSD) or physical injuries, and reintegrate into their communities.

According to the Bureau of Labor Statistics (2019), employment of recreational therapists is projected to grow 7% from 2018 to 2028, faster than the average for all occupations. Further, the largest employers of recreational therapists are hospitals (38%), government agencies (17%), skilled nursing facilities, including assisted living (15%), ambulatory healthcare (8%), and social assistance (6%). There are over

91 assisted living facilities and long-term care facilities in the Mobile/ Baldwin County area. Individual facilities typically employ at least one recreational therapist as an activity specialist. Additional employment opportunities include residential behavioral health facilities; non-profit agencies, such as Goodwill Easter Seals, United Cerebral Palsy, and Camp Grace; the Veterans Administration; USA Children's and Women's Hospital; City/County Parks and Recreation Facilities.

Student Demand: Over the past five years, a total of 134 students have graduated from the BS in Sports Management and Recreation Studies program with a concentration in Therapeutic Recreation, which is an average of over 25 graduates per year. Also, the total enrollment headcount for the concentration has averaged 81 students between Fall 2015 – Fall 2019. These high enrollment and completion figures indicate strong student demand for the program.

Resources:

Faculty:

Current Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 3

Part-time: 0

Additional Faculty to Be Hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

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

Equipment: There will be no need for new equipment.

Facilities: There will be no need for new facilities.

Library: Library resources are sufficient to meet the demands of the existing BS program concentration in Recreational Therapy, along with numerous other allied health and medical programs. The library has access to the following databases relevant to the field: Cochrane Database of Systematic reviews, Eric, Medline, Psychinfo, SPORTDiscus, Health Source, and Academic Search Complete. Through these databases and other subscription services, students and researchers have access to field-specific journals, including *Therapeutic Recreation Journal*, *Annual in Therapeutic Recreation*, *American Journal of Recreational Therapy*, *Leisure Sciences*, *Journal of Leisure Research*. In addition, the library provides access to numerous e-books and hard-copy monographs, and any book or manuscript can be ordered through interlibrary loan.

Program Budget: The proposal projected that a total of \$0 in estimated new funds will be required to support the proposed program. A projected total of \$690,900 in new funds will be available through internal reallocations and tuition.

Attachment 3

Curriculum
Bachelor of Science in Recreational Therapy
University of South Alabama

GENERAL EDUCATION (47 Hours)

Area I - Written Composition (2 Courses, 6 Hours)

EH 101 English Composition I 3 hours
EH 102 English Composition II 3 hours

Area II - Humanities and Fine Arts (4 Courses, 12 Hours) (Sequence required in either English (EH) or History (HY))

CA 110 Public Speaking 3 hours
One course from EH 215, 216; 225, 226; 235, 236 3 hours
One course from ARH 100, 103, 123; ARS 101; DRA 110; MUL 101 3 hours
One course from EH 215, 216; 225, 226; 235, 236 or other approved elective 3 hours

Area III - Natural Science and Mathematics (3 Courses, 11 Hours)

One course from MA 110, 112, 113, 115, 120 3 hours
One course from (including lab): BLY 101, 121; CH 101, 103, 131, 132; GEO 101, 102; GY 111, 112; PH 101, 104, 114, 115, 201, 202 4 hours
One course from (including lab): BLY 102, 122; CH 101, 103, 131, 132; GEO 101, 102; GY 111, 112; PH 101, 104, 114, 115, 201, 202 4 hours

Area IV - History, Social and Behavioral Sciences (4 Courses, 12 Hours) (Sequence required in either English (EH) or History (HY))

(Students will only receive credit for 2 history courses.)
One course from: HY 101, 102; HY 135, 136 3 hours
Two courses from: PSY 120, 250 6 hours
One course from: AIS 201, AN 100, 101; ECO 215, 216; GEO 114, 115; HY 101, 102, 135, 136; PSC 130; SY 109, 112 3 hours

Kinesiology/Physical Education (4 Courses, 6 Hours)

KIN 100 Concepts of Health and Fitness 3 hours
PE 101-157 Activity Courses 3 hours

GENERAL ELECTIVE (3 Hours)

CIS 150 (or elective if USA Computer Proficiency requirement is met.) 3 hours

RECREATIONAL THERAPY CORE (70 Hours)

BMD 251 Human Anatomy and Physiology I 4 hours
BMD 252 Human Anatomy and Physiology II 4 hours
HS 170 First Aid 1 hour
KIN 370 Basic Motor Learning 3 hours
KIN 380 Kinesiology OR KIN 476 Physiology of Exercise 3 hours
KIN 461 PE for the Atypical Child OR IST 210 Introduction to Disability 3 hours
KIN 477 Water Safety Instructor OR KIN 231 Lifeguarding OR KIN 166 Movement-Rhythms and Development Activity 3 hours
LS 292 Outdoor Recreation/Adventure 3 hours
LS 295 Intro to Therapeutic Recreation 3 hours
LS 298 Practicum in Therapeutic Recreation 3 hours
LS 375 Management of Therapeutic Recreation Services 3 hours
LS 395 Therapeutic Recreation Process 3 hours
LS 397 Intergenerational Recreation and Wellness 3 hours

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LS 465 TR Program Des: Interventions I 3 hours
LS 466 TR Program Des: Interventions II 3 hours
LS 468 Facilitation Techniques in Therapeutic Recreation 3 hours
LS 471 Evaluation and Research in LS 3 hours
LS 483 Issues in Leisure Studies 3 hours
LS 498 Internship in Leisure Studies 12 hours
PSY 340 Abnormal Psychology 3 hours
Major Elective – from HS, KIN, LS or PE 1 hour

Total Hours 120

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DECISION ITEM: D-5

University of West Alabama, Bachelor of Science in Human Performance Comprehensive (CIP 31.0599)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Human Performance Comprehensive.

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

Implementation Date: The proposed program will be implemented in January 2021. Based on Commission policy, the proposed program must be implemented by January 15, 2023, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first six years beginning 2022-23 will be at least 8, based on the proposal.
2. That the annual average number of graduates for the period 2024-25 through 2027-28 (four-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(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 include data showing related employment and/or acceptance into a graduate program.

The University of West Alabama (UWA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2028.

Background:

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.

Staff recommendation for approval is based on the following rationale:

1. The proposed program combines components from UWA's existing baccalaureate programs in Physical Education, Exercise Science, Athletic Training, and Sport Management, and will not require any additional resources to deliver.
2. The proposed program will fulfill existing student demand for a more flexible, interdisciplinary option within UWA's School of Health Science and Human Performance, demand which is currently being met with the BS/BA in Interdisciplinary Studies.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of West Alabama proposal, dated June 29, 2020. 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: The University of West Alabama | | | | | | | | |
| PROGRAM: Bachelor of Science in Human Performance Comprehensive (CIP 31.0599) | | | | | | | | |
| ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 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 | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| INTERNAL REALLOCATIONS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| EXTRAMURAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TUITION | \$27,300 | \$63,700 | \$91,000 | \$109,200 | \$127,400 | \$136,500 | \$154,700 | \$709,800 |
| TOTAL | \$27,300 | \$63,700 | \$91,000 | \$109,200 | \$127,400 | \$136,500 | \$154,700 | \$709,800 |
| ENROLLMENT PROJECTIONS | | | | | | | | |
| <i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 6-YEAR AVERAGE |
| FULL-TIME HEADCOUNT | Year 1 - No data reporting required | 6 | 8 | 10 | 10 | 12 | 12 | 9.67 |
| PART-TIME HEADCOUNT | Year 1 - No data reporting required | 1 | 2 | 2 | 3 | 3 | 3 | 2.33 |
| TOTAL HEADCOUNT | Year 1 - No data reporting required | 7 | 10 | 12 | 13 | 15 | 15 | 12 |
| NEW ENROLLMENT HEADCOUNT | Year 1 - No data reporting required | 6 | 6 | 8 | 8 | 10 | 10 | 8 |
| DEGREE COMPLETION PROJECTIONS | | | | | | | | |
| <i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | AVERAGE |
| DEGREE COMPLETION PROJECTIONS | Year 1 - No data reporting required | 0 | 0 | 6 | 8 | 9 | 9 | 8 |

Attachment 2

Summary of Background Information

Bachelor of Science in Human Performance Comprehensive
University of West Alabama

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

Program Description: The purpose of this program is to provide undergraduates the opportunity to obtain the education and experiences needed to prepare for employment within the field of Human Performance and related sub-disciplines, and/or prepare the student for graduate study in Human Performance related areas. The BS in Human Performance Comprehensive enables students to combine coursework from two of four existing concentration areas (Athletic Training, Exercise Science, Physical Education, and Sport Management) and is primarily intended for students whose interests in Human Performance cut across these sub-disciplines. Graduates of the program will have the base knowledge to pursue entry-level positions as athletics coaches, personal trainers, health, fitness and wellness instructor/coaches, strength and conditioning specialists, corrective exercise specialists, performance enhancement specialists, injury prevention specialists, sports operations managers, recreation leaders, sports information directors, hospitality agents, sport and entertainment agents, and event management coordinators. Post-graduate degree opportunities include pursuing a master's degree in Exercise Science, Human Performance, Biomechanics, Movement Science, Sport Administration, Sport Management, or Business Administration. This degree does not lead to teacher certification or to athletic trainer certification.

Student Learning Outcomes: Graduates of the proposed program will demonstrate the following learning outcomes:

- Demonstrate knowledge of human performance concepts including, but not limited to, an understanding of exercise science, sport management, health, wellness, fitness, injury prevention, sport communication, sport law, international sport, and sport governance and their application in the workplace.
- Exhibit the understanding of the aforementioned concepts and subject matter in a practical setting such as practicum experiences and/or internship experience.
- Demonstrate the understanding of global human performance concepts, including models of healthy living, exercise prescription, individual differences, fitness for life, developmental differences, dimensions of diversity, and global cooperation for success.
- Demonstrate familiarity and procedures related to ethical "good practice" and conduct.
- Demonstrate the use of technology to analyze and interpret data, and understand the importance of this information in human performance.

Administration: The program will be administered by the College of Natural Sciences and Mathematics, Dr. John McCall, Dean; and the School of Health Science and Human Performance, Dr. R.T. Floyd, Chair.

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

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Public Review: The program was posted on the Commission website from July 10, 2020 to July 30, 2020 (twenty days) for public review and comments. No comments were received.

Similar Programs: A number of institutions have baccalaureate programs in related disciplines of Physical Education (CIP 13.1314), Sport Management (CIP 31.0504), Exercise Science/ Kinesiology (CIP 31.0505), and/or Athletic Training (CIP 51.0913). No other institution has an interdisciplinary Human Performance major at the undergraduate level.

Relationship to Existing Coursework: The program enables students to combine coursework from existing baccalaureate programs within UWA's School of Health Science and Human Performance: BS in Physical Education (CIP 13.1314), BS in Sport Management (CIP 31.0504), BS in Exercise Science (CIP 31.0505), and BS in Athletic Training (CIP 51.0913).

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

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

Admissions: The program has no special admissions requirements.

Mode of Delivery: The program will be offered primarily on campus, with approximately 45 percent offered online.

Curriculum:

| | |
|--------------------------------------------------------------------|-----|
| Program Completion Requirements: | |
| Credit hours required in concentration area 1 | 21 |
| Credit hours required in concentration area 2 | 21 |
| Credit hours required in minor | 0 |
| Credit hours in institutional general education or core curriculum | 60 |
| Credit hours required in support courses | 0 |
| Credit hours in program electives | 18 |
| Total credit hours required for completion | 120 |

Industry Need: Alabama has the fifth highest adult obesity rate in the nation, and the sixth highest obesity rate for youth ages 10 to 17. Alabama's adult obesity rate is currently 36.3 percent, up from 22.6 percent in 2000 and from 11.2 percent in 1990. Cardiovascular disease, which includes heart disease and stroke, is the leading cause of death in the United States and in Alabama. Heart disease, the most common form of cardiovascular disease, is the single leading cause of death in Alabama. Brain attack, a cerebrovascular accident also known as stroke, is the third leading cause of death in Alabama, following heart disease and cancer. All of these issues and many more can be addressed to some extent through educated professionals in areas of human performance who can directly and indirectly promote and encourage more and safer physical activity, along with a better lifestyle.

According to the Bureau of Labor Statistics, employment of fitness trainers and instructors is projected to grow 13 percent from 2018 to 2028, much faster than the average for all occupations. Employment of coaches and scouts is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. Increasing participation in high school (according to the National Federation of State High School Associations) and college sports (according to the NCAA) may boost demand for coaches and scouts. Employment of recreational therapists is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations. Employment of athletes and sport competitors is projected to grow 6 percent from 2018 to 2028, as fast as the average for all occupations.

Student Demand: UWA's School of Health Science and Human Performance maintains high enrollment levels in its existing baccalaureate programs, and there has been growing demand for this degree program as students' interests cross sub-disciplines. Increasingly, students within existing programs have turned to UWA's Interdisciplinary Studies program (CIP 30.0000) to pursue interdisciplinary interests

within Human Performance. In creating this program, UWA seeks to fill an existing need for a flexible degree that more adequately reflects students' training in Exercise Science, Sport Management, Physical Education, and Athletic Training.

Resources:

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

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

The faculty that are already in place are adequately meeting the needs of all of the courses included in this program. The courses included for this program are housed in different departments and colleges on campus and essentially all of the courses are taught regularly to satisfy student demand for other programs at UWA.

Assistantships: No assistantships will be offered for the program.

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

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

Library: UWA has adequate library facilities to deliver full baccalaureate programs in each of the component courses of study. In recent years, the library collections have been increased annually to accommodate the needs of the undergraduate programs in Athletic Training, Exercise Science, Physical Education, and Sport Management. Online resources include the Educational Resources Information Center, (EBSCO and PROQUEST) and Medline for example. Also, print resources are available for use by students at the library.

Program Budget: The proposal projected that \$0 in estimated new funds will be required to support the proposed program over the first five years. A total of \$709,800 will be available through tuition.

Attachment 3

University of West Alabama
 Bachelor of Science in Human Performance Comprehensive

| Course Number and Title | Number of Credit Hours | * If New Course |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------|
| General Education Curriculum: 60 hours | | |
| I. Written Composition | 6 | |
| II. Humanities and Fine Arts | 12 | |
| III. Natural Sciences and Mathematics: 11 hours | 11 | |
| A. One of the following: | | |
| BY 101. Introductory Biology I | 4 | |
| BY 103. Honors Biology | 4 | |
| BY 104. Principles of Biology | 4 | |
| B. Three semester hours from the following: | | |
| MH 113. Precalculus Algebra or higher | 3 | |
| C. Four semester hours from the following: | | |
| BY 102. Introductory Biology II | 4 | |
| CH 101. Introductory General Chemistry | 4 | |
| CH 111. General Chemistry I | 4 | |
| EN 100. Introduction to Environmental Sciences | 4 | |
| ES 100. Introduction to Geology | 4 | |
| PH 190. Astronomy | 4 | |
| PH 201. College Physics I | 4 | |
| IV. History, Social, and Behavioral Sciences: 12 hours | 12 | |
| V. Other Core Requirements: 17 hours | | |
| BY 231. Human Anatomy and Physiology I | 4 | |
| HPE 251 or PE 251. Concepts of Health, Wellness, and Fitness | 3 | |
| Choose any 10 credit hours from the following: | | |
| BY 232. Human Anatomy and Physiology II | 4 | |
| BY 234. Medical Terminology | 3 | |
| EX 240. Foundations of Exercise Science | 3 | |
| EX 241. Strength, Speed, and Power Training | 2 | |
| EX 242. Flexibility | 2 | |
| EX 246. Endurance Training | 2 | |
| Physical Education Activity Classes (choose one to three hours from PE 100-PE 126) | 1-3 | |
| HPE 200 or PE 200. Foundations of Health and Physical Education | 3 | |
| PE 202. Racquet and Paddle Sports | 2 | |
| PE 203. Recreational Activities | 2 | |
| PE 204. Indoor Team Sports | 2 | |
| PE 205. Outdoor Team Sports | 2 | |
| PE 250. Basic Life Support | 1 | |
| PE 282 or SM 282. Teaching, Coaching and Officiating Sports | 3 | |
| SM 200. Introduction to Sport Management (<i>Required for Sport Management Concentration</i>) | 3 | |
| VI. UWA Experience: 2 hours | | |
| A. Two semester hours from the following: | | |
| UWA 101. Freshman Seminar | 2 | |
| OR | | |
| Advisor Approved General Elective | 2 | |
| Human Performance Comprehensive Major: 60 hours | | |
| I. Major Concentrations: 42 hours | | |
| A student pursuing the Human Performance Comprehensive degree must complete at least 21 hours of coursework in at least two separate major concentrations (A, B, C, D) for a minimum of 42 hours of the 60-hour total. Coursework completed as part of the basic curriculum requirements may not count as credit towards the major program of study. | | |

| | | |
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| A. Athletic Training: 21 hours | | |
| AH 200. Introduction to Athletic Training (3) <i>Cannot be counted toward degree completion in combination with PE 373.</i> | 3 | |
| AH 210 or PE 410. Protective Techniques for Injuries | 2 | |
| AH 220. Injury/Illness Assessment | 2 | |
| AH 230. Athletic Training Emergency Care | 2 | |
| EX 443 or PE 443. Kinesiology | 3 | |
| EX 444 or PE 444. Exercise Physiology | 3 | |
| EX 445 or PE 445. Exercise Physiology Lab | 1 | |
| Approved electives in Athletic Training from the 300-400 level (5 hours) | 5 | |
| <ul style="list-style-type: none"> • AH 101. Practicum in Athletic Training I (1) • AH 102. Practicum in Athletic Training II (1) • AH 300. General Medical Aspects of Athletic Training (3) • AH 301. Research in Athletic Training (1) • AH 322. Evaluation of Injuries I (3) • AH 323. Evaluation of Injuries I Laboratory (1) • AH 324. Evaluation of Injuries II (3) • AH 325. Evaluation of Injuries II Laboratory (1) • AH 330. Therapeutic Modalities in Athletic Training (3) • AH 331. Therapeutic Modalities in Athletic Training Laboratory (1) • AH 340. Rehabilitation of Injuries (3) • AH 341. Rehabilitation of Injuries Laboratory (1) • AH 350. Organization and Administration of Athletic Training (2) • AH 397. Independent Study in Athletic Training (1-3) • AH 498. Selected Topics in Athletic Training (1-3) • EMS 200. Basic Emergency Care (6) • EMS 205. Basic Emergency Clinical Internship (1) • EMS 206. Basic Skills Laboratory (1) • EX 446. Biomechanics of Human Movement (3) • EX 470. Development of Strength and Conditioning Programs (3) • EX 472. Performance Enhancement Specialist (3) • EX 474. Corrective Exercise Specialist (3) • EX 475. Emergency Management of Athletic Injuries (1-3) • EX 476. Sports Medicine Seminar and Workshop (1-3) • PE 434 or SM 434. Sport and Exercise Legal Issues (3) | | |
| B. Exercise Science: 21 hours | | |
| EX 240. Foundations of Exercise Science | 3 | |
| EX 442. Sport and Exercise Nutrition | 3 | |
| EX 443 or PE 443. Kinesiology | 3 | |
| EX 444 or PE 444. Exercise Physiology | 3 | |
| EX 445 or PE 445. Exercise Physiology Lab | 1 | |
| Approved electives in Exercise Science (8 hours) | 8 | |
| <ul style="list-style-type: none"> • AH 200 or PE 373. Introduction to Athletic Training (3) • BY 232. Human Anatomy and Physiology II (4) • EX 241. Strength, Speed, and Power Training (2) • EX 242. Flexibility (2) • EX 246. Endurance Training (2) • EX 345 or PE 345. Motor Learning and Motor Development (3) • EX 348. Personal Training (3) • EX 349. Personal Training Practicum (1) • EX 397. Independent Study in Exercise Science (1-3) • EX 415. Sports Psychology (3) • EX 421. Measurement and Evaluation in Human Performance (3) • EX 446. Biomechanics of Human Movement (3) • EX 449. Exercise Science Internship (9) • EX 451. Exercise Testing and Prescription (3) | | |

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| <ul style="list-style-type: none"> • EX 470. Development of Strength and Conditioning Programs (3) • EX 472. Performance Enhancement Specialist (3) • EX 474. Corrective Exercise Specialist (3) • EX 498. Selected Topics in Exercise Science (1-3) • PE 423. Adapted Physical Education (3) • PE 434 or SM 434. Sport and Exercise Legal Issues (3) • PE 465 or SM 465. Psych and Sociology of Human Perf • PH 201. College Physics I (4) | | |
| C. Physical Education: 21 hours | | |
| PE 250. Basic Life Support | 1 | |
| Two activity courses from PE 100 - PE 126 | 2 | |
| Foundation Courses: Choose any two from the two groups below: Activity Based Group: <ul style="list-style-type: none"> • PE 202. Racquet and Paddle Sports (2) • PE 203. Recreational Activities (2) • PE 204. Indoor Team Sports (2) • PE 205. Outdoor Team Sports (2) Fitness Based Group: <ul style="list-style-type: none"> • EX 241. Strength, Speed, and Power Training (2) • EX 242. Flexibility (2) • EX 246. Endurance Training (2) | 4 | |
| Approved electives in Physical Education (14 hours) <ul style="list-style-type: none"> • AH 200 or PE 373. Introduction to Athletic Training (3) • AH 210 or PE 410. Protective Techniques for Injuries (2) • EX 345 or PE 345. Motor Learning and Motor Development (3) • EX 443 or PE 443. Kinesiology (3) • EX 444 or PE 444. Exercise Physiology (3) • EX 445 or PE 445. Exercise Physiology Laboratory (1) • PE 282. Teaching, Coaching and Officiating Sports (3) • PE 321. Teaching Elementary Games and Activities (3) • PE 397. Independent Study in Physical Education (1-3) • PE 403. Physical Education Workshop (1-3) • PE 409. Practicum (Designed for Non-Teaching Majors) (3) • PE 411. Early Childhood Games (3) • PE 423. Adapted Physical Education (3) • PE 432 or SM 432. Organization and Administration in Health and Human Performance (3) • PE 433 or SM 433. Athletic Administration Seminar (3) • PE 434 or SM 434. Sport and Exercise Legal Issues (3) • PE 465 or SM 465. Psychology and Sociology of Human Performance (3) • PE 498. Selected Topics in Physical Education (1-3) | 14 | |
| D. Sport Management: 21 hours | | |
| PE 282 or SM 282. Teaching, Coaching and Officiating Sports | 3 | |
| PE 432 or SM 432. Organization and Administration in Human Performance | 3 | |
| PE 434 or SM 434. Sport and Exercise Legal Issues | 3 | |
| PE 465 or SM 465. Psychology and Sociology of Human Performance | 3 | |
| SM 336. Sport Management Seminar | 3 | |
| Approved electives in Sport Management (6 hours) <ul style="list-style-type: none"> • AC 300. Survey of Accounting (3) • AH 200 or PE 373. Introduction to Athletic Training (3) • AH 210 or PE 410. Protective Techniques for Injuries (3) • BA 263. Business Law and Legal Environment (3) | 6 | |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|
| <ul style="list-style-type: none"> • CS 205. Microcomputer Applications (3) • EX 415 or PY 415. Sports Psychology (3) • EX 443 or PE 443. Kinesiology (3) • EX 444 or PE 444. Exercise Physiology (3) • EX 445 or PE 445. Exercise Physiology Laboratory (1) • FI 300. Finance (3) • IMC 200. Intro to Mass Communication (3) • IMC 395. Sports Media and Society (3) • IMC 491. Sports Communication Internship (3) • MG 300. Management (3) • MG 310. Human Resources Management (3) • MG 410. Leadership (3) • MK 300. Marketing (3) • MK 470. Marketing Management (3) • MK 480. Market Research (3) • PE 423. Adapted Physical Education (3) • PE 433 or SM 433. Athletic Administration Seminar • PY 100. General Psychology (3) • SM 310. Ethics in Sport Management (3) • SM 345. Governance in Sport (3) • SM 407. Special Topics in Sport Management (3) • SM 435. Accounting/Economics of Sport (3) • SM 437. Sport Management and Marketing (3) • SM 450. Fitness Management (3) • SM 486. Intramurals and Noncompetitive Activities (3) • SP 101. Introductory Spanish I (4) • SP 102. Introductory Spanish II (4) • SY 200. Foundations of Sociological Inquiry (3) | | |
| <p>II. Program Electives: 18 hours Courses completed as part of a Major Concentration (Section I) cannot be counted towards a student's electives.</p> | | |
| <p>Choose any 18 hours from Athletic Training, Exercise Science, Physical Education, Sport Management or any courses listed in Section I not counted toward the basic curriculum and chosen concentrations.</p> | 18 | |

DECISION ITEM: D-6

Athens State University, Master of Science in Strategic Leadership and Business Analytics (CIP 52.0213)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science in Strategic Leadership and Business Analytics.

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

Implementation Date: The proposed program will be implemented in January 2021. Based on Commission policy, the proposed program must be implemented by January 15, 2023, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the period 2022-23 through 2027-28 (six-year average) will be at least 12.7, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2027-28 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(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 include data showing related employment and/or acceptance into a doctoral program.

Athens State University (ATSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2028.

Background:

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.

Staff recommendation for approval is based on the following rationale:

1. The proposed program responds to a growing need for professionals who are able to analyze complex datasets and make strategic decisions based on findings.
2. The proposed program includes a capstone experience that entails a hands-on leadership project within a sponsoring organization. Additionally, students will earn professional certifications in Advanced Leadership and Executive Leadership through the National Society of Leadership and Success (NSLS).
3. The proposed program will serve primarily part-time students who are working professionals, and most of the coursework will be delivered online.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Athens State University proposal, dated May 20, 2020, and subsequent revisions. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

| NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| INSTITUTION: Athens State University | | | | | | | | |
| PROGRAM: Master of Science in Strategic Leadership and Business Analytics (CIP 52.0213) | | | | | | | | |
| ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| FACULTY | \$22,621 | \$22,621 | \$22,621 | \$22,621 | \$22,621 | \$22,621 | \$22,621 | \$158,347 |
| LIBRARY | \$9,707 | \$8,807 | \$8,807 | \$8,807 | \$8,807 | \$ 8,807 | 8,807 | \$62,549 |
| 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 |
| ASSISTANTSHIP S | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| OTHER | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$32,328 | \$31,428 | \$31,428 | \$31,428 | \$31,428 | \$31,428 | \$31,428 | \$220,8976 |
| SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| INTERNAL REALLOCATIONS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| EXTRAMURAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TUITION | \$44,748 | \$89,496 | \$113,904 | \$126,108 | \$134,244 | \$150,516 | \$162,720 | \$821,736 |
| TOTAL | \$44,748 | \$89,496 | \$113,904 | \$126,108 | \$134,244 | \$150,516 | \$162,720 | \$821,736 |
| ENROLLMENT PROJECTIONS | | | | | | | | |
| <i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 6-YEAR AVERAGE |
| FULL-TIME HEADCOUNT | Year 1 – No data reporting required | 4 | 5 | 6 | 6 | 7 | 7 | 5.8 |
| PART-TIME HEADCOUNT | Year 1 – No data reporting required | 14 | 18 | 19 | 21 | 23 | 26 | 20.2 |
| TOTAL HEADCOUNT | Year 1 – No data reporting required | 18 | 23 | 25 | 27 | 30 | 33 | 26 |
| NEW ENROLLMENT HEADCOUNT | Year 1 – No data reporting required | 10 | 11 | 12 | 13 | 14 | 16 | 12.7 |
| DEGREE COMPLETION PROJECTIONS | | | | | | | | |
| <i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | AVERAGE |
| DEGREE COMPLETION PROJECTIONS | Year 1 – No data reporting required | 6 | 8 | 9 | 10 | 11 | 12 | 9.3 |

Attachment 2

Summary of Background Information

Master of Science in Strategic Leadership and Business Analytics
Athens State University

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

Program Description: The MS in Strategic Leadership and Business Analytics program is designed to address the growing local, regional, and national demand for business leaders who are capable of organizational management and strategic decision-making based on increasingly complex data. The proposed curriculum is grounded in global strategic leadership, strategic human resource management, strategy development and implementation/operations management, complex negotiations, and managing risks and complex change, and incorporates training in business analytics, including descriptive, predictive analytics and causal methods, strategic use of information systems, and artificial intelligence. Students in the MS in Strategic Leadership and Business Analytics will earn professional certifications in Advanced Leadership and Executive Leadership through the National Society of Leadership and Success (NSLS). Some of the most relevant areas of employment for graduates will include, but are not limited to, positions such as Business Continuity Planners, Management Analysts, Business Analysts, Business Intelligence Analysts, and Business Operations Specialists.

Student Learning Outcomes: Graduates of the proposed program will demonstrate the following leadership abilities:

- 1) Leading complex and diverse organizations by using comprehensive knowledge of accounting and finance, management and leadership, business analytics, human resources and team building, cultural competence and diversity, and marketing research.
- 2) Guiding organizations towards a competitive business advantage using data and analytical tools, critical thinking, and decision-making skills to formulate and implement strategic plans.
- 3) Directing the deployment of strategic actions to best enable organizational sustainability and success by using advanced knowledge of research methodology, organization theory, leadership theory, business analytics, and human capital management strategy.
- 4) Driving ongoing operational actions towards competitive, industry-driven benchmarks through demonstrated ability to develop master strategic and contingency plans, as well as development and deployment of key performance indicators against which organizational performance can be appropriately evaluated.
- 5) Using management information systems to optimize decision-making and drive organizations toward a competitive business advantage.
- 6) Understanding the legal and ethical issues associated with leading public and private organizations.
- 7) Developing policies and procedures that guide and bridge strategic plans with operations management.

Administration: The program will be administered by the College of Business, Dr. Kim LaFevor, Dean; and the Department of Global Logistics and Supply Chain Management and Graduate Studies, Dr. Lionel Wright, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Three responses were received, and there were no significant objections to the program.

Public Review: The program was posted on the Commission website from July 10, 2020 to July 30, 2020 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are no other programs in the Academic Program Inventory at the master's level with the same CIP code (52.0213, Organizational Leadership). The University of Alabama in Huntsville offers a related program (MS in Management Science with a concentration in Business Analytics, CIP 52.1301). The UAH program differs from the proposed program because of its strong focus on business analytics, which comprises nearly 90% of the curriculum. By contrast, ATSU's program will focus largely on advancing strategic leadership through the use of data-driven decision-making.

In addition, 13 institutions offer Master of Business Administration (MBA) degrees at CIP 52.0101, including Alabama A&M University, University of Alabama in Huntsville, and University of North Alabama, all in the northern Alabama region. Compared to traditional MBA programs that have a more general focus on finance, accounting, marketing, economics, information systems, and business policy, the proposed MS in Strategic Leadership and Business Analytics focuses on developing the leadership skills needed for today's global and dynamic business environment (i.e. influential leadership, human capital leadership, leadership acumen, leadership strategy and applied leadership experiences), enhanced by business analytics.

Relationship to Existing Coursework: ATSU currently offers graduate-level business coursework in the following areas: Logistics Information Systems (LIS), Logistics and Supply Chain Management (LSM), and Management (MGT), along with an MS in Global Logistics and Supply Chain Management (CIP 52.0203). At the undergraduate level, ATSU's College of Business offers several related degree programs, including a BS in Management (CIP 52.0201), a BS in Management of Technology (CIP 52.0216), and a BS in Human Resource Management (BS 52.1001). The proposed program will expand the College of Business's graduate-level offerings in business leadership and analytics.

Collaboration: Athens State University is open to future collaboration with institutions that would build on the strengths of Athens State, its programs, and partner institution(s).

Accreditation: The College of Business at Athens State University is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and the MS in Strategic Leadership and Business Analytics program will be in full compliance with ACBSP standards.

Admissions: There are no special admission requirements for the proposed program beyond the standard requirements for admission to master's-level programs at ATSU.

Mode of Delivery: Both distance learning technology (approximately 80%) and traditional instruction will be used in the MS in Strategic Leadership and Business Analytics program. ATSU follows SACSCOC's "Best Practices for Electronically Offered Degree and Certificate Programs" in its extensive use of technology commonly used in higher education to deliver and manage traditional and online programs, and it requires that courses delivered through both distance learning and traditional instruction meet the same instructional quality standards.

Curriculum: The curriculum for the proposed MS in Strategic Leadership and Business Analytics includes the following new courses: BUS 503 Accounting and Financial Analysis; BUS 525 Foundations of Business Analytics; BUS 603 Business Analytics for Decision Making; BUS 675 Business Analytics Practicum; LDR 500 Influential Leadership; LDR 654 Strategic Thinking, Behavior, and Leadership; LDR 680 Human Capital Leadership; LDR 690 Special Topics in Strategic Leadership and Business Analytics; and LDR 700 Strategic Leadership and Business Analytics Capstone Experience.

Program Completion Requirements:

| | |
|---------------------------------------------------|-----------|
| Credit hours required in program courses | 30 |
| Credit hours required in support courses | NA |
| Credit hours in required or free electives | NA |
| Credit hours for thesis or dissertation | NA |
| Total credit hours required for completion | 30 |

The three-course leadership sequence (LDR 500, LDR 654, and LDR 680) will enable students to earn professional certifications in Advanced Leadership and Executive Leadership through the National Society of Leadership and Success (NSLS). In addition, the Strategic Leadership and Business Analytics Capstone Experience (LDR 700) will require students to complete hands-on leadership projects within sponsoring organizations.

Industry Need: The proposed program focuses on providing the business and leadership education needed by alumni to succeed in a complex and global business environment in both the public and private sector. A market analysis was conducted using data from Burning Glass, Bureau of Labor Statistics, and the Department of Labor Occupational Outlook Handbook. Results indicate an increasing demand for business professionals able to analyze and interpret data and also demonstrate adaptive and inclusive leadership skills. Additionally, an employer survey was conducted to validate regional needs for this proposed program. Regional HR directors from manufacturing, service, IT/Cyber, as well as other market segments and sizes ranging from 50 to 200+ employees, participated in completing the survey. Nearly two-thirds of respondents indicated that their organization would benefit from a new program in Strategic Leadership and Business Analytics.

Student Demand: The program is primarily designed to serve working professionals whose schedule will allow them to enroll part-time. Alumni surveys indicate strong interest in a flexible master's-level business degree, and ATSU plans to recruit alumni of its undergraduate programs in Management, Management of Technology, Human Resource Management, and Information Security.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 7

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: 2

There are sufficient full-time faculty resources at present to staff the proposed program. Two additional part-time faculty members will be needed to supplement existing instructional capacity.

Assistantships: No assistantships will be offered for the program.

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

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

Library: The collections held by the Kares Library at Athens State University support the strategic leadership side of this new graduate degree fairly well, but additional materials are recommended to support a graduate-level program in business analytics. In all, the collection contains 919 monographs to support these areas, of which 90 are in our print collection and the remainder are eBooks. In addition, the Kares Library subscribes to several databases that will support this program, including ProQuest Central (including ABI/INFORM Collection and Dissertations & Theses Global) and EBSCO's Business Source Premier. In addition to these databases, the library also subscribes to the ACM Digital Library, Mergent Intellect, Mergent Online, and Business Insights: Essentials. ATSU maintains reciprocal borrowing agreements with many academic libraries in the area, including the University of North Alabama and Alabama A&M University. As specified in these agreements, ATSU students and faculty are permitted to use the resources of other libraries and receive assistance.

In order to better support graduate study in business analytics and related fields, the Kares Library plans to acquire additional monographs, along with the following subscription services: *Journal of Business Analytics*, *International Journal of Business Analytics*, *International Journal of Business Intelligence Research, Strategy and Leadership*, SAGE Research Methods Core, SAGE Data Planet Core, and SAGE Business Cases.

Other: No other funds for the program are required.

Program Budget: The proposal projected that \$220,896 in estimated new funds will be required to support the proposed program. A projected total of \$821,736 will be available to support the new program.

Attachment 3

Athens State University
 Master of Science in Strategic Leadership and Business Analytics

| Course Number and Title | Number of Credit Hours | * If New Course |
|-------------------------------------------------------------------------|------------------------|--------------------------------|
| LDR 500 Influential Leadership | 3 | * |
| BUS 503 Accounting and Financial Analysis | 3 | * |
| LDR 654 Strategic Thinking, Behavior, and Leadership | 3 | * |
| BUS 525 Foundations of Business Analytics | 3 | * |
| LDR 680 Human Capital Leadership | 3 | * |
| BUS 603 Business Analytics for Decision Making | 3 | * |
| MGT 600 Operations Planning and Control | 3 | |
| BUS 675 Business Analytics Practicum | 3 | * |
| LDR 690 Special Topics in Strategic Leadership and Business | 6 | * |
| LDR 700 Strategic Leadership and Business Analytics Capstone Experience | 3 | * |
| | | Total Credit Hours = 30 |

Friday, September 11, 2020

DECISION ITEM: D-7a

Auburn University, Master of Science in Brewing Science and Operations (CIP 01.1003)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science in Brewing Science and Operations.

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

Implementation Date: The proposed program will be implemented in January 2021. Based on Commission policy, the proposed program must be implemented by January 15, 2023, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the period 2022-23 through 2027-28 (six-year average) will be at least 6, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2027-28 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(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 include data showing related employment and/or acceptance into a related doctoral program.

Auburn University (AU) 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, 2028.

Background:

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.

Staff recommendation for approval is based on the following rationale:

1. There is a current shortage of Brewing Science education degree programs at both the state and national level. This program is unique within the state and nationally, in that it is the first to provide additional educational opportunity at the graduate degree level (beyond a certificate) to professional brewers.
2. Auburn launched the Graduate Certificate in Brewing Science and Operations in 2014, and enrollment remains high, with graduates indicating a strong interest in continuing their studies at the MS level.
3. The craft brewing industry continues to grow in Alabama and throughout the southeast, with increasing demand for trained personnel. Of the 52 students that have graduated from Auburn's Graduate Certificate Program in Brewing Science, 90% either work in the field entrepreneurially as owner/operators, as Head Brewers, or in distribution.

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 proposal, dated May 19, 2020. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

| NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|
| INSTITUTION: Auburn University | | | | | | | | |
| PROGRAM: Master of Science in Brewing Science and Operations (CIP 01.1003) | | | | | | | | |
| ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| FACULTY | \$147,000 | \$150,600 | \$154,200 | \$157,800 | \$161,400 | \$165,000 | \$168,600 | \$1,104,600 |
| 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 | \$60,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$60,000 |
| TOTAL | \$207,000 | \$150,600 | \$154,200 | \$157,800 | \$161,400 | \$165,000 | \$168,600 | \$1,164,600 |
| SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| INTERNAL REALLOCATIONS | \$117,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$117,000 |
| EXTRAMURAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TUITION | \$90,000 | \$198,000 | \$198,000 | \$198,000 | \$198,000 | \$198,000 | \$198,000 | \$1,278,000 |
| TOTAL | \$207,000 | \$198,000 | \$198,000 | \$198,000 | \$198,000 | \$198,000 | \$198,000 | \$1,395,000 |
| ENROLLMENT PROJECTIONS | | | | | | | | |
| <i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 6-YEAR AVERAGE |
| FULL-TIME HEADCOUNT | Year 1 – No data reporting required | 12 | 12 | 12 | 12 | 12 | 12 | 12.0 |
| PART-TIME HEADCOUNT | Year 1 – No data reporting required | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL HEADCOUNT | Year 1 – No data reporting required | 12 | 12 | 12 | 12 | 12 | 12 | 12.0 |
| NEW ENROLLMENT HEADCOUNT | Year 1 – No data reporting required | 6 | 6 | 6 | 6 | 6 | 6 | 6.0 |
| DEGREE COMPLETION PROJECTIONS | | | | | | | | |
| <i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | AVERAGE |
| DEGREE COMPLETION PROJECTIONS | Year 1 – No data reporting required | 6 | 6 | 6 | 6 | 6 | 6 | 6.0 |

Attachment 2

Summary of Background Information

Master of Science in Brewing Science and Operations
Auburn University

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

Program Description: The Master of Science (MS) degree in Brewing Science and Operations is designed to provide advanced education for those interested in entering or further developing their career in the craft brewing industry. The MS degree will be delivered entirely via distance education, except for a 120-hour practical component. The program supports the instructional, outreach, and extension mission of Auburn University as it is designed to provide additional educational opportunity to the ever-growing craft brewing sector in Alabama. Specific employment opportunities for graduates include Brewery Owner/Operator; Microbiological Analyst; Sensory Evaluation Specialist; Lead Brewer/Brewmaster; Distribution Specialist; Marketing, Promotion, and Merchandising Specialist; and Brewing Engineer.

Student Learning Outcomes: Graduates of the proposed program will demonstrate the following learning outcomes:

- 1) Demonstrate knowledge of major factors used to assess ingredient quality, including alpha acid content, lovibond rating, and fermentable sugar content.
- 2) Recognize and understand properties of brewing materials and processes that affect flavor, aroma, mouthfeel, body, appearance, and alcohol content.
- 3) Implement the proper procedures to produce wort (unfermented beer), and understand and explain the process of fermentation.
- 4) Display familiarity with the steps required to take beer from the end of fermentation through the packaging of the product.
- 5) Create a robust vision, mission, and goals appropriate for the launch of a commercial craft brewery or expansion of an existing brewery.
- 6) Identify the key equipment used in a commercial craft brewery, and how that equipment functions, how it is maintained and how that same equipment is cleaned and sanitized.
- 7) Conduct a comprehensive cost analysis associated with starting a new craft brewery.

Administration: The program will be administered by the College of Human Sciences, Dr. Susan Hubbard, Dean; and the Department of Nutrition, Dietetics and Hospitality Management, Dr. Martin O'Neill, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Three responses were received, all indicating support for the program.

Public Review: The program was posted on the Commission website from July 10, 2020 to July 30, 2020 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are no other institutions in the State or within the SREB region that offer a similar program at this level, either at CIP 01.1003 (Brewing Science) or at CIP 52.0910 (Brewing and Brewpubs).

Relationship to Existing Coursework: AU currently offers an 18-hour Graduate Certificate in Brewing Science and Operations. The proposed program will build out the curriculum to a full master's-degree offering. Those completing the graduate certificate may count all coursework toward the MS in Brewing Science and Operations.

Collaboration: The program will have sufficient resources to stand on its own without the need for collaboration with other institutions. Ongoing collaboration will be required with commercial brewing facilities so that students can complete the required practical component.

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

Admissions: The program has no special admissions requirements.

Mode of Delivery: The program will be delivered entirely via distance education, with exception of the HOSP7916 Brewing Practicum course, which will be conducted in person at a commercial brewing site. This course will be supervised by the Program Director, who approves all practicum sites, rotations, and projects.

Curriculum: Two new courses (6 hours) have been created for this program: HOSP7156 Brewing Microbiology and HOSP7166 Brewing Process Engineering. The remaining hours will come from existing coursework developed for the Graduate Certificate in Brewing Science and Operations.

Program Completion Requirements:

| | |
|---------------------------------------------------|-----------|
| Credit hours required in program courses | 24 |
| Credit hours required in support courses | 3 |
| Credit hours in required or free electives | 0 |
| Credit hours for non-thesis research | 6 |
| Total credit hours required for completion | 33 |

As with the current Graduate Certificate Program in Brewing Science and Operations, all students will be required to complete a 120-hour industry practicum (HOSP7916 – 3 credit hours of support coursework), which will enable them to apply their learning in a commercial brewing environment. The overall aim of the practicum course is to enable students to develop a practical understanding of the basic principles and procedures of the brewing process. This initiative is based upon the principle of co-operative education, which has been linked to improvements in the quality of the overall learning experience.

Additionally, students will be required to complete a non-thesis research project (6 credit hours) under supervision of program faculty. Students will conduct research directed toward the completion of a non-thesis project, which requires them to formulate, plan, conduct, evaluate, and report research in an appropriate format under the direction of their major professors.

All students will be expected to undertake a final comprehensive examination, the oral section of which will require an on-campus presentation of their non-thesis research project (to the extent possible under public health guidance).

Industry Need: Craft breweries have exponentially increased in Alabama and across the US in the last decade. The Alabama Brewers Guild notes an 800% increase in the number of breweries in the state from 2011-2019, with 50 operational craft breweries and the prospect of at least 5 new breweries by year end 2020. Craft breweries have contributed greatly to the socio-economic wellbeing of the State in terms of multiplying income and employment generation and social and community engagement. The sector is now recognized by the Alabama Department of Tourism as a vital economic development tool in the rebirth of areas of economic decline. Given its strong growth trajectory, demand is high for individuals with advanced training in Brewing Science. Of the 52 students that have graduated from Auburn's Graduate Certificate Program in Brewing Science, 90% either work in the field entrepreneurially as owner/operators, as Head Brewers, or in distribution. Current AU faculty attest that they are approached

weekly by regional and national Brewery Owner/Operators seeking to employ graduates at all levels from Brewer's Assistant to Head Brewer positions.

Student Demand: Projected enrollment is based upon historical enrollment over the five years of the current Graduate Certificate in Brewing Science and Operations. In all cases, graduates indicated that they had a strong interest in continuing their studies to the MS level. Enrollment numbers for the Graduate Certificate are as follows:

- 2014/15 – 16
- 2015/16 – 8
- 2016/17 – 18
- 2017/18 – 23
- 2018/19 – 12
- 2019/20 – 5

This is a total of 82 students enrolled over a six-year period, with some 52 students successfully completing the program to date. Modest enrollment estimates suggest that the program could easily attract anywhere from 5-7 students per year. Based on historical trends for the current program as well as an analysis of graduate programs at other institutions internationally (Australia, Germany and United Kingdom), this program is projected to have a stable enrollment and graduation rate in the future.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 6

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

AU intends to hire one new full-time faculty member, who will also serve as the Program Director. This individual will need to have the academic and professional credentials and experience to oversee non-thesis projects, teach courses, and administer the program. The Director will teach about half of the courses in the program, and faculty from related disciplines (Veterinary Medicine/Pathobiology, Soil and Crop Sciences, Chemical Engineering, Supply Chain Management) will teach the remaining courses, as they have in the past for the Brewing Sciences Certificate.

Assistantships: No assistantships will be offered for the program.

Equipment: No additional equipment will be needed. The program currently has two fully functional laboratories to aid with program instruction. These labs are used by faculty for class overhaul and improvement and on occasion for student practical exercises to support the learning exercise.

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

Library: All teaching materials/readings will be provided online by the faculty, enhanced by open educational resources provided by the following professional associations: The Brewers Association,

The American Society of Brewing Chemists, and The Masters Brewers Association of the Americas. All students will have access to the Auburn University Library service and its online resources for search, document retrieval, and access to other educational resources as deemed necessary. Of particular note are the various library resources dedicated to water and soil science, agricultural crop production, microbiology, operations and business management, and fluid dynamics and engineering. Each of the attending resources will be valuable to all Brewing Science students.

Other: Funds listed under "other" are designated for program start-up costs, including, but not limited to, promotional and recruitment materials, travel, and lab set-up for the new faculty member/director.

Program Budget: The proposal projected that \$1,164,600 in estimated new funds will be required to support the proposed program. A projected total of \$1,395,000 will be available to support the new program.

Attachment 3

Auburn University
Master of Science in Brewing Science and Operations

| Course Number and Title | Number of Credit Hours | * If New Course |
|--------------------------------------------|--------------------------------|-----------------|
| HOSP7106 The Business of Brewing | 3 | |
| HOSP7116 Brewing Materials | 3 | |
| HOSP7126 Science of Brewing I | 3 | |
| HOSP7136 Science of Brewing II | 3 | |
| HOSP7146 Brewing Facilities and Operations | 3 | |
| HOSP7156 Brewing Microbiology | 3 | * |
| HOSP7166 Brewing Process Engineering | 3 | * |
| HOSP7916 Brewing Practicum | 3 | |
| HOSP7986 Non-thesis Research | 6 | |
| SCMN7776 Supply Chain Management | 3 | |
| | Total Credit Hours = 33 | |

DECISION ITEM: D-7b

Auburn University, Bachelor of Landscape Architecture (CIP 04.0601)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Landscape Architecture.

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

Implementation Date: The proposed program will be implemented in September 2021. Based on Commission policy, the proposed program must be implemented by September 13, 2023, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the period 2022-23 through 2027-28 (six-year average) will be at least 18, based on the proposal.
2. That the annual average number of graduates for the period 2024-25 through 2027-28 (four-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That over the same period (2022-23 through 2027-28), the average annual number of graduates from the existing BS in Environmental Design (CIP 04.0401) and the existing Master of Landscape Architecture (CIP 04.0601) will continue to meet the adopted graduation requirements for their respective programs as stated in the Code of Alabama 16-5-8 (a)(2).
4. 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 include data showing related employment and/or acceptance into a graduate program.

Auburn University (AU) 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, 2028.

Background:

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.

Staff recommendation for approval is based on the following rationale:

1. Recent graduates of the Master of Landscape Architecture program have achieved employment rates of 100% within six months of graduation. Graduates of the undergraduate program should be equally attractive to potential employers.
2. The proposed BLA program would be the only one of its kind at the undergraduate level in the State of Alabama, and development of this program will enable Alabama to retain students who may otherwise pursue training elsewhere.
3. Enrollments within the existing BS in Environmental Design and Master of Landscape Architecture programs remain high, indicating that there is sufficient demand to support this program along with existing offerings.

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 proposal, dated May 19, 2020, with supplemental information provided. 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: Bachelor of Landscape Architecture (CIP 04.0601) | | | | | | | | |
| ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| FACULTY | \$130,000 | \$133,900 | \$137,917 | \$142,055 | \$146,316 | \$150,706 | \$155,227 | \$996,121 |
| 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 | \$20,000 | \$20,000 | \$30,000 | \$5,000 | \$5,000 | \$80,000 |
| TOTAL | \$130,000 | \$133,900 | \$157,917 | \$162,055 | \$176,316 | \$155,706 | \$160,227 | \$1,076,121 |
| SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | TOTAL |
| INTERNAL REALLOCATIONS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| EXTRAMURAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TUITION | \$198,774 | \$387,241 | \$563,929 | \$696,445 | \$696,445 | \$544,788 | \$696,445 | \$3,784,067 |
| TOTAL | \$198,774 | \$387,241 | \$563,929 | \$696,445 | \$696,445 | \$544,788 | \$696,445 | \$3,784,067 |
| ENROLLMENT PROJECTIONS | | | | | | | | |
| <i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 6-YEAR AVERAGE |
| FULL-TIME HEADCOUNT | Year 1 – No data reporting required | 34 | 50 | 62 | 62 | 62 | 62 | 55.3 |
| PART-TIME HEADCOUNT | Year 1 – No data reporting required | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL HEADCOUNT | Year 1 – No data reporting required | 34 | 50 | 62 | 62 | 62 | 62 | 55.3 |
| NEW ENROLLMENT HEADCOUNT | Year 1 – No data reporting required | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| DEGREE COMPLETION PROJECTIONS | | | | | | | | |
| <i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i> | | | | | | | | |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | AVERAGE |
| DEGREE COMPLETION PROJECTIONS | Year 1 – No data reporting required 0 | 0 | 0 | 12 | 12 | 12 | 12 | 12 |

Attachment 2

Summary of Background Information

Bachelor of Landscape Architecture
Auburn University

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

Program Description: Landscape Architects design, plan, analyze, manage, and nurture the built and natural environment to improve the quality of life for residents. They design parks, campuses, streetscapes, trails, plazas, and other projects that help define a community. The proposed Bachelor of Landscape Architecture (BLA) focuses on three areas of landscape practice: fieldwork (where students will engage with current local, regional, and national challenges in the field); landscape advocacy (where students will engage with the human impact of design decisions); and a focus area (where students are provided curriculum flexibility in the fourth year of the program to explore special interest).

Graduates of this program will be prepared to work in professional practice and pursue a path toward professional licensure in Landscape Architecture. Employment opportunities for BLA graduates can be found in architecture and landscape architecture firms, parks and recreational facilities, and state and local governments. Specific roles include Landscape Designer, Landscape Architect Intern, Urban Designer, and Project Designer. In addition, students who complete the BLA will be prepared for graduate study within the fields of Architecture, Landscape Architecture, Building Construction, Urban Design and Community Planning.

Student Learning Outcomes: Graduates of the proposed program will demonstrate the following learning outcomes:

- 1) Implement an iterative design process including self-critique and reflection (Design Process).
- 2) Manipulate the medium of landscape, particularly through the standard media of landscape construction, including structures, landform, plants, water, climate, geology, and ecological systems (Landscape as Medium).
- 3) Identify a range of global perspectives on the field of landscape architecture (Global Field of Landscape Architecture).
- 4) Implement effective strategies to interact with communities, collaborators, and clients, particularly in cross-cultural situations (Landscape Advocacy and the Public Realm).
- 5) Utilize fieldwork techniques to evaluate and describe the social, ecological, and geological history of a place.

Administration: The program will be administered by the College of Architecture, Design and Construction, Dr. Vini Nathan, Dean; and the School of Architecture, Planning and Landscape Architecture, Dr. Christian Dagg, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Council of University Chief Academic Officers (CUCAO). One response was received, indicating that the program will fill an important need in the State.

Public Review: The program was posted on the Commission website from July 10, 2020 to July 30, 2020 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are no programs in the Academic Program Inventory at the baccalaureate level for CIP 04.0601. The only existing program at this code is AU's Master of Landscape Architecture (MLA). Outside Alabama, the following institutions offer baccalaureate programs:

1. Clemson University, Bachelor of Landscape Architecture
2. Mississippi State University, Bachelor of Landscape Architecture
3. North Carolina State University, Bachelor of Landscape Architecture
4. Purdue University, Bachelor of Landscape Architecture
5. University of Florida, Bachelor of Landscape Architecture
6. University of Georgia, Bachelor of Landscape Architecture

Given that no baccalaureate programs currently exist in Alabama, students have been permitted to pursue BLA studies outside of the State at reduced tuition rates through SREB's Academic Common Market (ACM). ACM staff at ACHE have confirmed that an average of five students per year in each of the last five years have left the state of Alabama to pursue a Bachelor/Bachelor of Science in Landscape Architecture. By expanding its offerings to include the BLA, AU will offer a pathway for high school graduates to continue their studies in Alabama.

Relationship to Existing Coursework: The Bachelor of Landscape Architecture will be housed in the School of Architecture, Planning, and Landscape Architecture, which currently offers an MLA at the same CIP code. AU also offers undergraduate degrees in the related disciplines of Environmental Design (through the College of Architecture, Design, and Construction) and Landscape Horticulture (through the College of Agriculture). Both the BS in Environmental Design (CIP 04.0401) and the BS in Horticulture (CIP 01.1103) include a Pre-Landscape Architecture track, in which the fourth year of the undergraduate program includes graduate-level coursework in Landscape Architecture so that the requirements for the MLA may be completed in the fifth year of study.

In terms of effect on enrollments within existing programs, AU anticipates that as many as 6 of the 20+ students in the BS in Environmental Design program would choose to change their major to the BLA. Likewise, they anticipate that the MLA may see a modest reduction in enrollment since the BLA will offer a shorter pathway to fulfilling educational requirements for professional licensure as Landscape Architects.

Collaboration: This is a specific design program self-contained at Auburn. Auburn University is able to offer all courses required of this degree.

Accreditation: The Landscape Architecture Accreditation Board (LAAB) is the agency responsible for the accreditation of professional degree programs that leads to licensure in the field. LAAB is recognized by the Council for Higher Education Accreditation (CHEA) as the official accrediting body for first professional programs in landscape architecture. The existing MLA is accredited by LAAB, and the proposed undergraduate BLA will seek accreditation from LAAB.

Licensure: Entry-level employment in the field of Landscape Architecture generally does not require professional licensure. The Alabama Board of Examiners of Landscape Architects issues state licenses to those meeting educational and experience requirements, who also pass the Landscape Architect Registration Examination (LARE), a national exam administered by the Council of Landscape Architectural Registration Boards (CLARB). AU's BLA program is designed to fulfill the education requirements for licensure in Alabama and prepare students to sit for the LARE.

Admissions: The program has no special admissions requirements beyond requirements for admission to AU's College of Architecture, Design, and Construction.

Mode of Delivery: The proposed degree program is based on an on-campus model with studios and dedicated field work in every semester. Given the intensive and immersive nature of the curriculum, AU

will not utilize distance education. Short-term adjustments could be made to the delivery method in the event of scenarios such as campus closure due to COVID-19.

Curriculum: The proposed program will have 41 hours of program core coursework and 81 hours of major coursework broken-out into the following categories: Studio and Fieldwork Courses; Non-studio Courses; and Directed Electives. The Landscape Architecture Accreditation Board (LAAB) requires specific student learning outcomes for accredited programs. The faculty designed a curriculum with 81 hours in order to meet these standards.

Program Completion Requirements:

| | |
|--------------------------------------------------------------------|------------|
| Credit hours required in major courses | 60 |
| Credit hours required in minor | NA |
| Credit hours in institutional general education or core curriculum | 41 |
| Credit hours required in support courses | 0 |
| Credit hours in required program electives | 21 |
| Credit hours for thesis or dissertation | 0 |
| Total credit hours required for completion | 122 |

Industry Need: Of the 16 states in the Southeastern Regional Educational Board, Alabama and Tennessee are the only states that do not currently offer undergraduate degrees in landscape architecture, and as a result, prospective students often pursue their studies at an out-of-state institution. In Alabama, there is increased demand for professionals who are able to deal with a wide range of landscape issues, including coastal concerns, urban design demands of growing cities, and transitional energy infrastructure developments.

Nationally, the landscape architecture industry has been steadily growing by 6% for the last 10 years, resulting in an average of 1,600-1,900 new jobs per year (U.S. Bureau of Labor Statistics). Regionally, Auburn University graduates are well positioned to serve state needs. The Alabama Board of Examiners of Landscape Architects reports that of the 266 active landscape architecture licenses in Alabama, 156 (58.6%) are attached to businesses and firms located outside of the State. Thus, the large percentage of out-of-state Landscape Architects practicing in the State of Alabama highlights a gap that AU's BLA program seeks to address.

Student Demand: Currently, Auburn University has a Master of Landscape (MLA) program that serves as a professional degree and prepares students to practice and/or to teach Landscape Architecture. The proposed BLA program will provide a more direct path for graduates of the BLA program to move directly into professional practice or continue in the MLA program to teach or develop specific expertise in the field. Student demand for the program is supported by current enrollment within the MLA program and related Pre-Landscape Architecture tracks within the BS in Environmental Design and the BS in Horticulture.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 6

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 1

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 0

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

Resources for this program will be shared with the current Master of Landscape Architecture program, but an additional faculty member will be needed to cover the increased student numbers. Additional faculty hires will be added over time as student enrollment grows.

Assistantships: No assistantships will be offered for the program.

Equipment: No new equipment is required to support the program.

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

Library: Auburn University Libraries, member of the Association of Research Libraries (ARL), include Ralph Brown Draughon, the central research library, and two branch libraries, the Library of Architecture, Design, and Construction (LADC) and the Cary Veterinary Medical Library. The LADC primarily serves the students, faculty, and staff in the College of Architecture, Design and Construction (CADC). Its collections, facility, hours, onsite and distance services, staff, and technology are administered by the head librarian at LADC in consultation with the Libraries' administration and with the CADC administration and faculty.

The Libraries' total operating budget for FY20 is \$17,499,074 with \$8,743,128 allocated for collections. The following table shows the breakdown of annual acquisitions for the College of Architecture, Design and Construction from 2014-2019:

| EXPENDITURES | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Books (print and electronic) | \$18,395 | \$18,408 | \$18,514 | \$18,699 | \$18,000 |
| Periodicals | \$17,222 | \$17,777 | \$18,865 | \$19,539 | \$20,063 |
| Databases | \$13,305 | \$14,061 | \$17,076 | \$17,525 | \$18,054 |
| Total | \$48,922 | \$50,246 | \$54,455 | \$55,763 | \$56,117 |

Library collections (print and electronic) are particularly strong for landscape architecture and related disciplines. The Libraries subscribe to the following journals: *Buildings & Landscapes*, *Environment & Behavior*, *Environment and Planning Economy and Space*, *Urban Analytics and City Science*, *Society and Space*, *Garden Design*, *Journal of Environmental Management*, *Journal of Landscape Architecture*, *Land Forum*, *Landlines: An Eye on Landscape*, *Landscape*, *Landscape Architect & Specifier News*, *Landscape & Urban Planning*, *Landscape Architecture*, *Landscape Design*, *Landscape Ecology*, *Landscape Journal*, *Landscape Planning*, *Living Reviews in Landscape Research*, *Places*, *Planning and Design*, *Public Garden: the Journal of the American Association of Botanical Gardens and Arboreta*, *Studies in the History of Gardens & Designed Landscapes*, *Topos: European Landscape Magazine*, *Urban Ecology*, and *Urban Land*.

The Libraries subscribe to the following online databases relevant to landscape architecture: Art and Architecture Complete, Avery Index to Architectural Periodicals, Bibliography of the History of Art, British Architectural Library Catalogue, BuildingGreen Suite, CAB Abstracts, Engineering Village, Environmental Sciences and Pollution Management, GreenFILE, Material ConneXion, Oxford Art Online, Urban Land Institute Development Case Studies, and Web of Science. In addition, the Libraries subscribe to several online databases covering interdisciplinary fields that intersect with landscape architecture: AGRICOLA, America History & Life, BioOne, Business Source Complete, Ecology Abstracts, EconLit, GeoRef, Historical Abstracts, JSTOR, Project Muse, ScienceDirect, Taylor & Francis Online, TLCat, Wiley Online Library, and WorldCat for access to library collections worldwide. E-books related to landscape architecture and relevant disciplines are available through the EBL, Ebrary, EBSCOhost and SpringerLink online platforms.

E-resources are accessed through a secure portal on the Libraries' website, the LADC's website, and the online research guides created and maintained by the LADC head librarian. All e-resources are accessible off campus to students, faculty, and staff with university ID authentication.

Interlibrary Loan (ILL) of materials not owned or subscribed to by the Libraries is available to all students, faculty, and staff. Journal articles and book chapters requested via ILL are delivered electronically as PDFs. In addition to ILL, the Libraries also participate in the Alabama Libraries Exchange Service (ALLIES), a reciprocal borrowing program for books, with four other major Alabama university libraries: Auburn University at Montgomery, Jacksonville State University, University of Alabama at Birmingham, and The University of Alabama (Tuscaloosa) with requests initiated through the online catalog. Books from ALLIES institutions may be requested onsite at the lending institution or through the Libraries' online catalog.

The Materials Lab at the LADC provides students and faculty with a current, curated, fully cataloged, and circulating collection of over 450 unique materials samples. In addition to the physical samples, there is a complementary online collection in DSpace, a digital library repository where the library adds images and more detailed information about each material's composition, form, and applications. The Materials Lab's focus is acquiring and maintaining an up-to-date collection of emerging and sustainable building materials.

Other: AU plans to spend \$20,000 in Year 3 and Year 4 preparing for the initial accreditation visit, which will occur in Year 5. Hosting the accreditation visit would increase expenditures totaling \$30,000. Following a successful accreditation visit, there would be annual membership fees of \$5,000.

Program Budget: The proposal projected that \$1,076,121 in estimated new funds will be required to support the proposed program. A projected total of \$3,784,067 will be available to support the new program.

Attachment 3

Auburn University
 Bachelor of Landscape Architecture

| Course Number and Title | Number of Credit Hours | * If New Course |
|-------------------------------------------------|------------------------|-----------------|
| GENERAL EDUCATION CURRICULUM | 41 | |
| STUDIO AND FIELDWORK COURSES | 38 | |
| LAND 1110 – Studio I | 4 | * |
| LAND 1210 – Studio II | 4 | * |
| LAND 2110 – Plants and Construction Workshop I | 5 | * |
| LAND 2120 – Fieldwork 1 | 1 | * |
| LAND 2210 – Plants and Construction Workshop II | 5 | * |
| LAND 2220 – Fieldwork II | 1 | * |
| LAND 3110 – Studio III | 5 | * |
| LAND 3120 – Fieldwork III | 1 | * |
| LAND 4110 – Studio V | 5 | * |
| LAND 4120 – Fieldwork V | 1 | * |
| LAND 4210 – Studio VI | 5 | * |
| LAND 4220 – Fieldwork VI | 1 | * |
| NON-STUDIO COURSES | 22 | |
| LAND 1160 – Graphic Studies I | 2 | * |
| LAND 1260 – Graphic Studies II | 2 | * |
| LAND 2140 – History, Theory, & Practice I | 3 | * |
| LAND 2240 – History, Theory, & Practice II | 3 | * |
| LAND 3160 – Dynamic Systems I | 3 | * |
| LAND 3210 – Studio IV | 5 | * |
| LAND 3220 – Fieldwork IV | 1 | * |
| LAND 4240 – Professional Practice | 3 | * |

| | | |
|-------------------------------------------|---------------------------------|--|
| DIRECTED ELECTIVES | 21 | |
| Directed Elective Course within the CADC | 3 | |
| Directed Elective Course within the CADC | 3 | |
| Directed Elective Course within the CADC | 3 | |
| Directed Elective Course within the CADC | 3 | |
| Directed Elective Course outside the CADC | 3 | |
| Directed Elective Course within the CADC | 3 | |
| Directed Elective Course within the CADC | 3 | |
| | Total Credit Hours = 122 | |

DECISION ITEM: D-8

Request to Amend Post-Implementation Conditions:
Alabama State University, Bachelor of Science in Biomedical
Engineering (CIP 14.0501)

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 (2020-21, 2021-2022, and 2022-23) for the program be granted.
- 2) In this additional review period, the program will meet a post-implementation condition of 7.5 annual graduates, revised from the original condition of 10 graduates.
- 3) That the institution will submit, no later than September 1, 2023, a post-implementation report, demonstrating that the program met the post-implementation condition for graduates for the specified period.

Background:

The Bachelor of Science in Biomedical Engineering (CIP 14.0501) was approved by the Commission June 13, 2014 for implementation in January 2015. The program was not implemented until January 2016.

The program's post-implementation report was filed with the Commission on April 6, 2020. The program did not meet the post-implementation condition for graduates.

ASU has requested an extension of three years to achieve the average graduation figure of 7.5 students per year. ASU officials point to strong enrollment numbers for the program, but cite the delay in implementation and the short post-implementation period as factors meriting a three-year extension.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation reports and post-implementation requests for Alabama State University. 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

**Alabama State University
 Bachelor of Science in Biomedical Engineering (CIP 14.0501)**

Approved by Commission: June 13, 2014

Proposed Implementation Date: January 2015

Actual Implementation Date: January 2016

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2015-16 will be at least 7, based on the proposal.
2. That the average number of graduates for the academic years 2018-19 through 2019-20 (two-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Bachelor of Science in Biomedical Engineering (CIP 14.0501) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2018-19 through and 2019-20 | Percentage of Graduates Employed in The Field |
|-------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------|
| Required | 7 | 10 | 75% |
| Reported | 13.2 | .5 | 75% |

Condition 1: Enrollment condition met.

Condition 2: The program did not meet the graduate post-implementation requirement. Per Decision Item H, ACHE, December 8, 2017, baccalaureate programs are required to produce 7.5 annual graduates on average.

Condition 3: Employment or continuing education condition was met, though this condition is no longer used.

Condition 4: The assessment condition was met.

INFORMATION ITEM: E-1

Distribution of 2020-2021 Alabama Student Assistance
Program (ASAP) Funds

Staff Presenter:

Mrs. Cheryl Newton
Manager of Grants and Scholarships

Staff Recommendation:

For information only.

Background:

ASAP provides need-based grants to Alabama students to meet their educational costs of attending Alabama postsecondary institutions. Awards range from \$300 to \$5,000 for an academic year.

The ASAP distribution schedule used for the ASAP complies with the procedure outlined in the Alabama Student Assistance Program Regulations and Commission policy approved on August 21, 1987. Following these guidelines, ACHE staff has compiled the 2020-2021 ASAP Distribution Schedule.

Because most institutions in Alabama have converted from the quarter to the semester system, there will be insufficient funds in January to process second term payments – the normal time for making second term payments. For this reason, second term payments cannot be made until July, 2021 – well after the completion of the second semester.

Supporting Documentation:

1. ASAP distribution policy approved by the Commission on August 21, 1987 (available upon request).
2. 2020-2021 Alabama Student Assistance Program Institutional Distribution of State Funds. Attached.

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, September 11, 2020

| 2020-2021 ALABAMA STUDENT ASSISTANCE PROGRAM | | | | | |
|----------------------------------------------|----------------|------------|----------------|----------------|---------------|
| INSTITUTIONAL DISTRIBUTION OF STATE FUNDS | | | | | |
| | | | | | |
| | | | | | Adjusted \$ |
| | Relative State | % Religion | % Out-of-State | Adjusted State | ASAP |
| Institution | Need | Majors | Students | Need | FY 21 Funding |
| Judson College | 0.243572% | 3.300000% | 11.700000% | 0.216015% | 13,910 |
| Lawson State Community College | 1.621738% | 0.000480% | 0.015140% | 1.621492% | 92,611 |
| L.B. Wallace State Community College | 0.610050% | 0.000000% | 3.200000% | 0.590528% | 34,838 |
| Miles College | 1.421429% | 0.000000% | 34.000000% | 0.938143% | 81,172 |
| Northeast Alabama State Community College | 0.890928% | 0.100000% | 1.800000% | 0.874907% | 50,878 |
| Northwest-Shoals Community College | 1.115576% | 0.000000% | 1.500000% | 1.098842% | 63,706 |
| Oakwood College | 1.033094% | 6.590000% | 1.500000% | 1.018619% | 58,996 |
| Reid State Technical College | 0.173956% | 0.000000% | 3.000000% | 0.168737% | 9,934 |
| Samford University | 3.498371% | 1.010000% | 67.270000% | 1.168786% | 199,779 |
| Shelton State Community College | 1.497386% | 0.000000% | 6.780000% | 1.395863% | 85,510 |
| Snead State Community College | 0.793423% | 0.090000% | 7.510000% | 0.733890% | 45,309 |
| South University | 0.681457% | 3.350000% | 1.830000% | 0.669404% | 38,915 |
| Southern Union State Community College | 1.454320% | 0.000000% | 8.000000% | 1.337975% | 83,051 |
| Spring Hill College | 2.456196% | 0.700000% | 54.800000% | 1.119623% | 140,264 |
| Stillman College | 0.517818% | 0.400000% | 23.000000% | 0.399196% | 29,571 |
| Talladega College | 0.499645% | 0.000000% | 60.000000% | 0.199858% | 28,533 |
| Trenholm State Community College | 0.786237% | 0.000000% | 0.040000% | 0.785923% | 44,899 |
| Troy University | 7.859266% | 0.000000% | 40.000000% | 4.715560% | 448,813 |
| Tuskegee University | 2.493639% | 0.000000% | 15.000000% | 2.119593% | 142,402 |
| United States Sports Academy | 0.000000% | 0.000000% | 5.000000% | 0.000000% | 5,000 |
| University of Alabama | 9.777424% | 0.000000% | 58.300000% | 4.077186% | 558,352 |
| University of Alabama at Birmingham | 6.288640% | 0.000000% | 24.000000% | 4.779367% | 359,121 |
| University of Alabama Huntsville | 2.339828% | 0.000000% | 27.920000% | 1.686548% | 133,619 |
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2020-2021 ASAP Distribution Schedule

ALABAMA COMMISSION ON HIGHER EDUCATION
 Friday, September 11, 2020

| 2020-2021 ALABAMA STUDENT ASSISTANCE PROGRAM | | | | | |
|----------------------------------------------|---------------------|-------------------|-------------------------|---------------------|--------------------|
| INSTITUTIONAL DISTRIBUTION OF STATE FUNDS | | | | | |
| | | | | | |
| | | | | | Adjusted \$ |
| Institution | Relative State Need | % Religion Majors | % Out-of-State Students | Adjusted State Need | ASAP FY 21 Funding |
| University of Mobile | 0.845118% | 5.000000% | 13.000000% | 0.740744% | 48,261 |
| University of Montevallo | 1.036348% | 0.000000% | 12.000000% | 0.911986% | 59,182 |
| University of North Alabama | 2.136969% | 0.000000% | 17.000000% | 1.773684% | 122,034 |
| University of South Alabama | 4.509658% | 0.000000% | 33.900000% | 2.980884% | 257,530 |
| University of West Alabama | 1.353079% | 0.000000% | 19.000000% | 1.095994% | 77,269 |
| Wallace State Community College - Dothan | 1.553421% | 0.000000% | 6.510000% | 1.452293% | 88,710 |
| Wallace State Community College - Hanceville | 1.891898% | 0.000000% | 1.400000% | 1.865411% | 108,039 |
| Wallace State Community College - Selma | 0.753305% | 0.000000% | 0.009000% | 0.753238% | 43,018 |
| | | | | | |
| | | | | | |
| | 1.000000 | | | | |

2020-2021 ASAP Distribution Schedule

INFORMATION ITEM: E-2

Implementation of Distance Education Programs

Staff Presenter:

Ms. Kristan White
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 institution has reported plans to implement the distance education programs listed, effective Fall 2020.

Auburn University

MS in Industrial and Organizational Psychology
(CIP 42.2804)

MS in Data Science and Engineering (CIP 11.0802)

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: E-3

Implementation of Non-Degree Programs at Senior Institutions

Staff Presenter:

Ms. Kristan White
Academic Program Review Analyst

Staff Recommendation:

For information only.

Background:

Commission guidelines state that non-degree programs of senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates do not require Commission approval, but they must be reported to the Commission prior to implementation.

In accordance with these guidelines, the following institutions have sent notification regarding the non-degree programs indicated, with further details in the attached summary:

Athens State University

- Undergraduate Certificate: Biblical Studies (CIP 39.0201)
- Undergraduate Certificate: Pastoral Leadership (CIP 39.0701)
- Graduate Certificate: Global Logistics and Supply Chain Management (CIP 52.0203)

Auburn University

- Graduate Certificate: Geotechnical Engineering (CIP 14.0802)
- Graduate Certificate: Structural Analysis in Structural Engineering (CIP 14.0803)
- Graduate Certificate: Structural Design in Structural Engineering (CIP 14.0803)
- Graduate Certificate: Pavement Analysis and Design (CIP 14.0804)
- Graduate Certificate: Pavement Materials (CIP 14.0804)
- Graduate Certificate: Water Environmental Modeling (CIP 14.0805)
- Graduate Certificate: Water Resources Engineering (CIP 14.0805)
- Graduate Certificate: Ecosystems Engineering (CIP 14.4501)
- Graduate Certificate: Bioproducts and Bioprocessing (CIP 14.4501)
- Graduate Certificate: Rural Studies (CIP 45.1103)
- Graduate Certificate: Vocational Forensic Rehabilitation (CIP 51.2310)

University of North Alabama

- Undergraduate Certificate: Early Childhood Education Micro-credential (CIP 13.1210)
- Graduate Certificate: Creative Writing (CIP 23.1302)
- Graduate Certificate: Technical Writing (CIP 23.1303)
- Graduate Certificate: Composition and Rhetoric (CIP 23.1304)
- Graduate Certificate: Micro-credential in Health Care Management (CIP 51.0701)
- Graduate Certificate: Micro-credential in Leadership (CIP 52.0213)
- Graduate Certificate: Micro-credential in Financial Analysis (CIP 52.0801)
- Graduate Certificate: Micro-credential in Human Resource Management (CIP 52.1001)
- Graduate Certificate: Micro-credential in Global Business (CIP 52.1101)
- Graduate Certificate: Micro-credential in Information Systems (CIP 52.1201)
- Graduate Certificate: Micro-credential in Professional Selling (CIP 52.1804)

Supporting Documentation:

1. Summary of Proposed Non-Degree Programs at Senior Institutions, attached.
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.

Attachment 1

Summary of Proposed Non-Degree Programs at Senior Institutions

ATHENS STATE UNIVERSITY (ATSU)

Undergraduate Certificate: Biblical Studies (CIP 39.0201)

Offered by the Department of Humanities and Social Sciences, the Certificate in Biblical Studies at Athens State University is a program designed for individuals who are interested in pursuing biblical studies in an academic setting. This program is well-suited for lay leaders in the church, ministers, or individuals simply interested in broadening and deepening their understanding of the Bible. Two upper-level undergraduate courses in Religion are required, totaling 6 credit hours: Essentials of Biblical Studies and Christian Thought in Early Centuries. Students must choose an additional 3 credit hours from the following electives in Religion: Hebrew Prophets or Psalms and Devotional Literature.

Undergraduate Certificate: Pastoral Leadership (CIP 39.0701)

Offered by the Department of Humanities and Social Sciences, the Certificate in Pastoral Leadership is a program designed for individuals interested in pursuing a better understanding of leadership in faith communities and other non-profit organizations. This program is well suited for lay leaders in the church, ministers, or individuals simply interested in broadening and deepening their understanding of leadership. Three upper-level undergraduate courses in Religion are required, totaling 9 credit hours: Church Management and Finances, Leading Change in Faith Communities and Other Non-Profits, and Social Change and Transformational Leadership.

Graduate Certificate: Global Logistics and Supply Chain Management (CIP 52.0203)

Offered through the College of Business, the Graduate Certificate in Global Logistics and Supply Chain Management (GC-GLSCM) is built out of existing coursework for the MS in Global Logistics and Supply Chain Management, and it is intended primarily for working professionals who want to pursue a shorter program of study. Students are required to take four courses, totaling 12 credit hours: Supply Chain Governance, Procurement and Materials Management, Management of Distribution and Inventory, and Supply Chain and Logistics Strategies. Students then choose one of the following two elective options: Logistics Information Systems Management or Operations, Planning, and Control.

AUBURN UNIVERSITY (AU)

Graduate Certificate: Geotechnical Engineering (CIP 14.0802)

Offered by the Department of Civil and Environmental Engineering, the Graduate Certificate in Geotechnical Engineering will provide interdisciplinary graduate-level education for those seeking advanced professional knowledge and skills in geotechnical engineering, but are not enrolled in Auburn's existing master's or doctoral programs in Civil Engineering. This certificate will provide students with a comprehensive understanding of the geotechnical engineering field, which deals with the design and analysis of engineering systems that are made from or supported by earth materials (i.e., soil and rock) and is fundamental to the design of many civil infrastructure systems. The program requires students to take four elective graduate courses for a total of 12 hours from the following list: Landfills, Geosynthetics and Soil Improvement, Earth Retaining Structures, Foundation Engineering, Soil Dynamics, Earth Slopes and Dams, In-Situ Testing of Soils, and Civil Engineering Special Topics.

Graduate Certificate: Structural Analysis in Structural Engineering (CIP 14.0803)

Offered by the Department of Civil and Environmental Engineering, the Graduate Certificate in Structural Analysis in Structural Engineering is designed to provide interdisciplinary graduate-level education for those seeking advanced professional knowledge and skills in structural engineering, but do not want to pursue a full graduate degree. It is designed to advance the working engineer's knowledge and skills in the rapidly changing field of Structural Analysis, which involves approximate, theoretical, and numerical methods to determine the force and displacement demands imposed on structural systems under static and dynamic loads that will occur over the life of a structure. The program requires students to take four related graduate courses (12 credit hours), including the following one required course (3 credit hours): Advanced Structural Analysis. Students then choose three elective courses (9 hours) from the following options: Structural Repair, Reliability of Structures, Civil Engineering Special Topics, Structural Dynamics, Advanced Stress Analysis, Stability of Structures, and Earthquake Engineering.

Graduate Certificate: Structural Design in Structural Engineering (CIP 14.0803)

Offered by the Department of Civil and Environmental Engineering, the Graduate Certificate in Structural Design in Structural Engineering is designed to provide interdisciplinary graduate-level education for those seeking advanced professional knowledge and skills in structural engineering, but do not want to pursue a full graduate degree. It is to advance the working engineer's knowledge and skills in the rapidly changing field of Structural Design, which deals with designing a wide variety of structural systems subjected to both static and dynamic loads to safely and reliably perform their desired usage for both service-level and extreme events. The program requires students to complete four related graduate courses from the following list, for a total of 12 credit hours: Advanced Reinforced Concrete Design, Prestressed Concrete Design, Advanced Concrete Materials, Structural Masonry Design, Advanced Steel Design, Bridge Engineering, Timber Design, Civil Engineering Special Topics, Stability of Structures, and Earthquake Engineering.

Graduate Certificate: Pavement Analysis and Design (CIP 14.0804)

Offered by the Department of Civil and Environmental Engineering, the Graduate Certificate in Pavement Analysis and Design is intended to provide interdisciplinary graduate-level education for those seeking advanced professional knowledge and skills in Pavement Analysis and Design, but do not wish to pursue a full graduate degree. An online schedule allows students the flexibility to maintain a career while completing the certificate. Students attending courses online have the same professors as their on-campus peers. Students can access lectures online through a live feed or at their convenience via streaming video. The program requires students to take four related graduate courses (12 credit hours), including the following two required courses (6 credit hours): Pavement Design and Construction and Advanced Pavement Design and Rehabilitation. Students must also take two elective courses (6 hours) from the following list: Design and Production of Asphalt Paving Mixtures, Sustainable Transportation Infrastructure, Pavement Management and Rehabilitation, Pavement Construction, Advanced Characterization of Pavement Materials, Geosynthetics and Soil Improvement, Civil Engineering Special Topics, and In-Situ Testing of Soils.

Graduate Certificate: Pavement Materials (CIP 14.0804)

Offered by the Department of Civil and Environmental Engineering, the Graduate Certificate in Pavement Materials is intended to provide interdisciplinary graduate-level education for those seeking advanced professional knowledge and skills in Pavement Materials, but do not wish to pursue a full graduate degree. An online schedule allows students the flexibility to maintain a career while completing the certificate. Students attending courses online have the same professors as their on-campus peers. Students can access lectures online through a live feed or at their convenience via streaming video. The program requires students to take four related graduate courses (12 credit hours), including the following two required courses (6 credit hours): Design and Production of Asphalt Paving Mixtures and Advanced Characterization of Pavement Materials. Students must also take two elective courses (6 hours) from the

following list: Pavement Design and Construction, Sustainable Transportation Infrastructure, Advanced Pavement Design and Rehabilitation, Pavement Management and Rehabilitation, Pavement Construction, Advanced Concrete Materials, and Civil Engineering Special Topics.

Graduate Certificate: Water Environmental Modeling (CIP 14.0805)

Offered by the Department of Civil and Environmental Engineering, the Graduate Certificate in Water Environmental Modeling is designed to provide interdisciplinary graduate-level education for those seeking advanced professional knowledge and skills in water environmental modeling, but do not want to pursue a full graduate degree program. It is to advance the working engineer's knowledge and skills in the rapidly changing field of Water Environmental Modeling, which consists of a vast field that focuses on water flow and quality, its applications in human activities and its interactions with the water environment such as rivers, lakes, reservoirs, estuaries, groundwater, and watersheds. Two required courses and two elective courses are needed for a total of 12 hours. Students are required to take Numerical Solutions for Hydro-Environmental Applications and Surface Water Quality Modeling. Students must also select two elective courses from the following list: Groundwater Hydraulics, Ecohydrology, Chemical Principles of Environmental Engineering, Civil Engineering Special Topics, and Advanced Flow and Water Quality Models.

Graduate Certificate: Water Resources Engineering (CIP 14.0805)

Offered by the Department of Civil and Environmental Engineering, the Graduate Certificate in Water Resources Engineering is designed to provide interdisciplinary graduate-level education for those seeking advanced professional knowledge and skills in water resources engineering, but do not want to pursue a full graduate degree program. It is to advance the working engineer's knowledge and skills in the rapidly changing field of Water Resources Engineering, which deals with hydraulic and hydrologic studies within the vast field of water resources, applications in human activities and interactions with the environment. Two required courses and two elective courses are needed for a total of 12 hours. Students are required to take Open Channel Hydraulics and Hydraulic Analysis and Modeling. Students must also select two elective courses from the following list: Hydraulic Design of Pressurized Systems, Groundwater Hydraulics, Surface Water Quality Modeling, and Civil Engineering Special Topics.

Graduate Certificate: Ecosystems Engineering (CIP 14.4501)

Offered by the Department of Biosystems Engineering, the Graduate Certificate in Ecosystems Engineering is designed for individuals holding baccalaureate degrees in engineering or appropriate science fields with an interest in ecological and natural system problem solving. The graduate certificate provides a specialization in the application of ecological and biological principles to solve complex engineering problems in natural and man-made systems. The certificate requires four graduate-level courses for a total of 12 credit hours. Students may choose from the following list: Geospatial Technologies in Biosystems, Site Design for Biosystems, Ecological Engineering, Watershed Modeling, Waste Management and Utilization for Biosystems, Special Topics in Ecosystems Engineering, and Special Topics in Biosystems Engineering.

Graduate Certificate: Bioproducts and Bioprocessing (CIP 14.4501)

Offered by the Department of Biosystems Engineering, this Graduate Certificate in Bioproducts and Bioprocessing is designed for individuals holding baccalaureate degrees in biosystems engineering, or other appropriate engineering/ science fields with an interest in biofuels, bioenergy, and bioprocess engineering. The graduate certificate provides a specialization in the application of biological/biochemical principles to solve complex problems that are needed in developing systems for processing and converting biological materials to fuels, products and chemicals. The program requires four graduate-level courses, for a total of 12 credit hours. The program requires students to take the following two courses (6 credit hours): Biomass and Biofuels Engineering and Life-Cycle Assessment for Biological Systems. Students must also take two elective courses (6 hours) from the following list: Metabolic Engineering for

Bioprocess Bulk Solids Storage, Handling and Transportation, Renewable Energy in Biosystems Process Operations, Geospatial Technologies in Biosystems, Biocomposites, Polymer Processing, and Polymer Chemistry.

Graduate Certificate: Rural Studies (CIP 45.1103)

Offered by the Department of Agricultural Economics and Rural Sociology, the Graduate Certificate in Rural Studies is open to graduate students in both degree and non-degree pathways who would benefit from a broader and enriched understanding of the livelihoods, social organization, and social processes that characterize rural communities in the U.S. and internationally. The program requires three elective courses from the following list, totaling 9 credit hours: Sociology of Sustainable Agrifood Systems; Social Welfare, Family, and Poverty; Rural Sociology; Sociology of Community Development; Sociology of Natural Resources and the Environment; Extension Programs and Methods; Sociology of Community; Political Economy of Development; Sociology of Natural Resources and the Environment; Methods of Social Research; Special Problems in Rural Sociology and Community Development; and Special Topics in Rural Sociology and Community Development.

Graduate Certificate: Vocational Forensic Rehabilitation (CIP 51.2310)

Offered through the Department of Special Education, Rehabilitation, and Counseling, the Graduate Certificate in Vocational Forensic Rehabilitation is designed to address the specific personnel needs of the State's Vocational Rehabilitation system by providing greater emphasis on evidence-based practices within programming for individuals with disabilities. Coursework will be available in both in-person and distance education formats. The certificate requires completion of six 3-hour courses from the following list, for a total of 18 credit hours: Introduction to Rehabilitation and Case Management in Rehabilitation Counseling, Proprietary Rehabilitation; Advanced Theories in Counseling Practice; Occupational, Career, and Placement Services; Advanced Assessment I in Rehabilitation; and Emerging Adulthood and Transition in Rehabilitation.

UNIVERSITY OF NORTH ALABAMA (UNA)

Undergraduate Certificate: Early Childhood Education Micro-credential (CIP 13.1210)

The University of North Alabama's College of Education and Human Sciences (COEHS) has developed a proposal for a Micro-credential/ Certificate in Early Childhood Education, which will be offered in collaboration with institutions of higher education in China. This three-course micro-credential (9 credit hours) provides students with a foundation in best practice for young learners. The three courses in the program are Foundations in Early Childhood Education, Understanding Context in Early Childhood, and Play-based Learning. The courses taken in succession are intended to develop pedagogical frameworks and teaching craft. The program will be offered in a blended modality with one course taught online, one course taught on campus in China at Guizhou University, and one course taught on campus at the University of North Alabama. This micro-credential is intended primarily for Chinese pre-service teachers to gain knowledge of and practical experience in cultivating an environment that is child-directed with multiple opportunities for social interaction, which supports learning and social and emotional development.

Graduate Certificate: Creative Writing (CIP 23.1302)

Offered by the Department of English, the post-baccalaureate Certificate in Creative Writing is designed for current graduate students in other disciplines, as well as non-degree-seeking post-baccalaureate students, who seek to improve their creativity and written communication skills. Admission to the certificate program requires a formal application through the Office of Graduate Admissions. This certificate may be completed through face-to-face courses, through a combination of face-to-face and online courses, or through online courses only. The curriculum draws upon coursework developed for the

existing Master of Arts in Writing program (Creative Writing Track) and will not require any additional resources to deliver. This certificate program requires 15 hours of credit, and students may transfer up to 3 hours of credit from another program. Students are required to take the following two courses (6 credit hours): Fiction and Drama or Poetry and Nonfiction; and Creative Writing Pedagogy. Students must also select three elective courses (9 credit hours) from the following list: Writing Protest and Dissent, Fiction and Drama, Poetry and Nonfiction, Special Topics in Writing, Publishing Practicum, Seminar in Creative Writing, Creative Writing Craft, and Creative Writing Genre.

Graduate Certificate: Technical Writing (CIP 23.1303)

Offered by the Department of English, the post-baccalaureate Certificate in Technical Writing is designed for current graduate students in other disciplines, as well as non-degree-seeking post-baccalaureate students, who seek more training in the theory and practice of writing in the workplace. Admission to the certificate program requires a formal application through the Office of Graduate Admissions. This certificate may be completed through face-to-face courses, through a combination of face-to-face and online courses, or through online courses only. The curriculum draws upon coursework developed for the existing Master of Arts in Writing program (Technical Writing Track) and will not require any additional resources to deliver. This certificate program requires 15 hours of credit, and students may transfer up to 3 hours of credit from another program. Students are required to take three courses (9 credit hours): Technical Editing, Technical Writing, and Document Design. Students must also select two elective courses (6 credit hours) from the following list: Language and Gender; Grant Writing; Survey of Grammar; Multimodal Writing; Rhetoric: Argument and Style; Literacy, Culture, and Writing; Selected Topics in Writing; Rhetorical Theory and Culture; Publishing Practicum; English Linguistics; and Special Topics in Writing.

Graduate Certificate: Composition and Rhetoric (CIP 23.1304)

Offered by the Department of English, the post-baccalaureate Certificate in Composition and Rhetoric is designed for current graduate students in other disciplines, as well as non-degree-seeking post-baccalaureate students, who seek more training in the theory, practice, and teaching of writing. Admission to the certificate program requires a formal application through the Office of Graduate Admissions. This certificate may be completed through face-to-face courses, through a combination of face-to-face and online courses, or through online courses only. The curriculum draws upon coursework developed for the existing Master of Arts in Writing program (Rhetoric and Composition Track) and will not require any additional resources to deliver. This certificate program requires 15 hours of credit, and students may transfer up to 3 hours of credit from another program. Students are required to take two courses (6 credit hours): Composition Theory and Literacy, Culture, and Writing. Students must also select three elective courses (9 credit hours) from the following list: Composition Pedagogy, Rhetorical Theory and Culture, Multimodal Writing, Language and Gender, Rhetoric: Argument and Style, Survey of Grammar, and Selected Seminar in Writing.

Graduate Certificate: Micro-credential in Health Care Management (CIP 51.0701)

The College of Business is proposing a graduate-level Micro-credential/Certificate in Health Care Management, which is designed for professionals in the health care industry who may desire a career change or promotion within their organization. Coursework is drawn from the existing Health Care Management Concentration within the MBA program. The format will be 100% online, with a couple of the courses being offered every eight weeks, for five entry points a year. Students must successfully complete 12 semester credit hours through the following five courses: Foundations of Business, Part 1 (2 hrs); MBA Essentials (1 hr); Issues in Health Care Management (3 hrs); Strategic Planning for Health Care Management (3 hrs); and Marketing for Health Care Management (3 hrs).

Graduate Certificate: Micro-credential in Leadership (CIP 52.0213)

The College of Business is proposing a graduate Micro-credential/Certificate in Leadership, which is designed for professionals who may desire a career change or promotion within their organization. The curriculum is drawn from existing coursework for the MBA program. The format will be 100% online, with most of the courses being offered every eight weeks, for five entry points a year. The following five courses are required (9 credit hours): Foundations of Business, Part 1 (2 hrs); MBA Essentials (1 hr); Leadership (2 hrs); Business Ethics and Responsibility in a Global Economy (2 hrs); and Global Business (2 hrs).

Graduate Certificate: Micro-credential in Financial Analysis (CIP 52.0801)

The College of Business is proposing a graduate Micro-credential/Certificate in Financial Analysis, which is designed for professionals who may desire a career change or promotion within the financial services sector. There is an industry need for individuals to have advanced skills in financial management, strategy, and investments. The curriculum is drawn from existing coursework for the MBA program. The format will be 100% online, with most of the courses being offered every eight weeks, for five entry points a year. The following five courses are required (11 credit hours): Foundations of Business, Part 1 (2 hrs); MBA Essentials (1 hr); Advanced Financial Management (3 hrs); Corporate Financial Strategy (2 hrs); and Security and Portfolio Analysis (3 hrs).

Graduate Certificate: Micro-credential in Human Resource Management (CIP 52.1001)

The College of Business is proposing a graduate Micro-credential/Certificate in Human Resource Management. There is a need in all sectors for people with skills in managing human resources and providing HRM related training and programs for all levels of employees to advance the organization's goals. This program also provides knowledge needed to prepare for Society of Human Resource Management (SHRM) certifications. The curriculum is drawn from existing coursework for the MBA program. The format will be 100% online, with most of the courses being offered every eight weeks, for five entry points a year. The following five courses are required (12 credit hours): Foundations of Business, Part 1 (2 hrs); MBA Essentials (1 hr); Human Resources Management (3 hrs); Strategic HR Planning and Development (3 hrs); and Advanced Personnel Management (3 hrs).

Graduate Certificate: Micro-credential in Global Business (CIP 52.1101)

The College of Business is proposing a graduate Micro-credential/Certificate in Global Business, which is designed for professionals seeking career opportunities abroad or with global companies operating in the U.S. Additionally, there is a need across all sectors for people who understand differences in foreign markets and can implement best practices in global operations. The curriculum is drawn from existing coursework for the MBA program. The format will be 100% online, with most of the courses being offered every eight weeks, for five entry points a year. The following four courses are required (8 credit hours): Foundations of Business, Part 1 (2 hrs); MBA Essentials (1 hr); Global Business (2 hrs); and Advanced Concepts in Global Business (3 hrs). Students must also select one of the following courses: Global Entrepreneurship and Business Expansion (3 hrs); and Global Business Structures, Mergers, and Acquisitions (3 hrs).

Graduate Certificate: Micro-credential in Information Systems (CIP 52.1201)

The College of Business is proposing a graduate Micro-credential/Certificate in Information Systems, which is primarily designed for professionals looking to move into the realm of IT management. There is an industry need for skills in IT project management and strategic planning, as well as updating skillsets in emerging hardware, software, and other technologies that can reduce challenges and create opportunities for organizations. The curriculum is drawn from existing coursework for the MBA program. The format will be 100% online, with most of the courses being offered every eight weeks, for five entry points a year. The following five courses are required (11 credit hours): Foundations of Business, Part 2

(2 hrs); MBA Essentials (1 hr); Information Systems Design and Project Management (2 hrs); Information Systems Management (3 hrs); and Electronic Commerce (3 hrs).

Graduate Certificate: Micro-credential in Professional Selling (CIP 52.1804)

The College of Business is proposing a graduate Micro-credential/Certificate in Professional Selling. As companies have developed increasingly sophisticated processes and technology for managing new business development, revenue generation, and overall unique and diverse business relationships, adding higher-level knowledge in new business development becomes increasingly more important and valuable. This program will teach the advanced techniques in revenue generation, sales management, and key account management. The curriculum is drawn from existing coursework for the MBA program. The format will be 100% online, with most of the courses being offered every eight weeks, for five entry points a year. The following five courses are required (12 credit hours): Foundations of Business, Part 1 (2 hrs); MBA Essentials (1 hr); Sales Techniques for New Business Development (3 hrs); Sales Management Strategies for New Business Development (3 hrs); and Key Account Management (3 hrs).

INFORMATION ITEM: E-4

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

Staff Presenter:

Ms. Kristan White
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:

Central Alabama Community College

| <u>Field of Study</u> | <u>CIP Code</u> |
|--------------------------------|-----------------|
| Marine Technology Fundamentals | 47.0616 |
| Marine Systems | 47.0616 |
| Marine Electrical Systems | 47.0616 |

Chattahoochee Valley Community College

| <u>Field of Study</u> | <u>CIP Code</u> |
|--------------------------------------------|-----------------|
| MSSC Certified Production Technician | 15.0613 |
| Certified Medical Administrative Assistant | 51.0801 |
| Home Health Aide | 51.3902 |

Drake State Community and Technical College

| <u>Field of Study</u> | <u>CIP Code</u> |
|----------------------------|-----------------|
| Nursing Assistant | 51.3902 |
| CIS - Cybersecurity | 11.0101 |
| Google IT | 11.1006 |
| Child Care and Development | 19.0708 |
| Child Care Associate – CDA | 19.0708 |

Gadsden State Community College

| <u>Field of Study</u> | <u>CIP Code</u> |
|------------------------------------------------------------|-----------------|
| Diagnostic Medical Sonography w/emp in Echocardiography | 51.0910 |

Jefferson State Community College

| <u>Field of Study</u> | <u>CIP Code</u> |
|-----------------------|-----------------|
| CIS - Cybersecurity | 11.0101 |

Northwest-Shoals Community College

| <u>Field of Study</u> | <u>CIP Code</u> |
|-----------------------------------------------|-----------------|
| Accounting Technology w/emp in Bookkeeping | 52.0302 |

Southern Union State Community College

| <u>Field of Study</u> | <u>CIP Code</u> |
|----------------------------------------------------------------|-----------------|
| Drafting and Design Technology w/emp in Reverse Engineering | 15.1301 |

Wallace Community College (Dothan)

| <u>Field of Study</u> | <u>CIP Code</u> |
|--------------------------|-----------------|
| Mental Health Technician | 51.1502 |

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: E-5

Changes to the Academic Program Inventory

Staff Presenter:

Ms. Kristan White
Academic Program Review Analyst

Staff Recommendation:

For information only.

Background:

Alabama Administrative Code, Chapter 300-2-1-.06, "Reasonable Extensions and Alterations of Existing Units of Instruction," provides that an institution may request changes to its program offerings within Academic Program Inventory. Changes that are considered both "reasonable" and "non-substantive" are submitted as information items not requiring Commission approval. Substantive changes, however, require Commission approval.

Non-substantive changes include the following: 1) changes in program titles or CIP codes or degree nomenclatures at the same level (except doctoral, which is always considered substantive), provided that no changes in program requirements, content, or objectives are made, and provided that the new nomenclature replaces the current designation; 2) programs placed on inactive status or deleted from the Academic Program Inventory; 3) change in award for completion from Diploma to Associate in Applied Technology in technical colleges provided certain conditions are met; 4) change in award for completion from Associate in Applied Technology to Associate in Applied Science in technical colleges provided certain conditions are met; and 5) change in award for completion from Diploma and/or Certificate to Associate in Applied Science in community colleges.

Supporting Documentation:

1. Proposed changes to Academic Program Inventory, attached.
2. Academic Program Inventory. Available on the Commission's Website: www.ache.edu.
3. "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.
4. Written unpublished documentation provided by the institutions. Available upon request.

Attachment 1

Proposed Changes to the Academic Program Inventory

A. 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.

Four-Year Institutions

| | | |
|-------------------------------------|---------|----------------------------------------------------------|
| Auburn University | 03.0101 | Natural Resources/Conservation, MNR |
| | 03.0101 | General, Natural Resources, MS |
| | 03.0101 | Natural Resources/Conservation, General, MS/MNR |
| Auburn University | 51.0204 | Speech, Language, and Hearing Sciences, MS/MCD <u>MS</u> |
| University of Alabama at Birmingham | 14.0103 | Engineering Management, MSEM |
| | 14.9999 | |

Two-Year Institutions

| | | |
|----------------------------------------|---------|---------------------------------------------------------------------------------|
| Southern Union State Community College | 51.0806 | Physical Therapy Assistant, AAS Physical Therapist Assistant, AAS |
|----------------------------------------|---------|---------------------------------------------------------------------------------|

B. 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.

None.

C. Programs Placed on Inactive Status

None.

INFORMATION ITEM: E-6

Change in the Name and Establishment of Centers and
Departments

Staff Presenter:

Ms. Kristan White
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), a department is 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. Establishment or changes to units of administration, as opposed to units of instruction, research, or public service, are also considered non-substantive.

ACHE staff has reviewed the submissions included in Attachment 1 as non-substantive changes to units of instruction.

Supporting Documentation:

1. Proposed Changes in the Name and Establishment of Centers and Departments, attached.
2. Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. "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.
4. Written unpublished documentation provided by the institutions. Available upon request.

Attachment 1

Proposed Changes in the Name and Establishment of Centers and Departments

A. Establishment of Units

- Athens State University, Establishment of the Department of Global Logistics and Supply Chain Management and Graduate Studies

B. Unit Name Changes

- Auburn University, Change in the Name of the Department of Human Development and Family Studies to the Department of Human Development and Family Science
- Auburn University, Change in the Name of the Department of Civil Engineering to the Department of Civil and Environmental Engineering
- University of North Alabama, Change in the Name of the Department of Engineering Technology to the Department of Engineering and Technology

C. Reorganization

- University of North Alabama, Combining the Department of Secondary Education and the Department of Elementary Education to form the Department of Teaching, Learning, and Leadership

D. Dissolution

None.

INFORMATION ITEM: E-7

Reid State Technical College, New Exempt Off-Campus Site:
Lurleen B. Wallace Community College – Greenville Campus

Staff Presenter:

Ms. Kristan White
Academic Program Review Analyst

Staff Recommendation:

For information only.

Background:

Reid State Technical College (REI) plans to offer nursing coursework at the following new off-campus site beginning in Fall 2020:

Lurleen B. Wallace Community College (LBW) – Greenville Campus, Greenville, AL

An official with REI 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 report will be sent.

The new off-campus site proposed by REI is exempt from Commission review by Commission policy. The site is located within REI's service area, and REI has entered into a Memorandum of Understanding (MOU) with LBW to provide comprehensive technical training in the core area of Practical Nursing for prospective students in the Butler County area. This arrangement enables the colleges to share resources to fill workforce needs for practical nurses.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Lurleen B. Wallace Community College (LBW) – Greenville Campus, Greenville, 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: Reid State Technical College
Administrator Responsible for Site: Peige Josey
Name & Title: Greenville Campus Director
Telephone: 334-881-2213
Fax:
E-Mail:
Contact Person at Site if Other Than Administrator Above
Name & Title:
Telephone:
Fax:
E-Mail:

Location of Proposed Site
Facility: L. B. Wallace Community College - Greenville Campus
Street Address: 750 Greenville Bypass
City: Greenville **County:** Butler
When will you begin offering instruction at this site? Fall 2020

| Type of Site | Check One: |
|--------------------------------------------------------------------------------|------------|
| Non-Exempt | |
| 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. | X |
| 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: 7-10-20

COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

| Courses (Include Number & Title) |
|---------------------------------------------|
| |
| |
| NUR 112 Fundamental Concepts of Nursing |
| NUR 113 Nursing Concepts |
| NUR 114 Nursing Concepts II |
| NUR 115 Evidenced Based Clinical Reasoning |
| |
| |
| |
| |
| |
| |

INFORMATION ITEM: E-8

Extensions/Alterations to Existing Programs of Instruction

Staff Presenter:

Ms. Kristan White
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. Proposed Extensions and Alterations to Existing Programs of Instruction, attached.
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

Four-Year Institutions

Athens State University

1. Addition of a Track in Artificial Intelligence (AI) to the Existing MS in Global Logistics and Supply Chain Management (CIP 52.0203)

Auburn University

1. Addition of a Non-Thesis Track in Aquaculture to the Existing MS in Fisheries, Aquaculture, and Aquatic Sciences (CIP 01.0303)
2. Addition of an Option in Professional Forester to the Existing Master of Natural Resources (MNR) program (CIP 03.0101)
3. Addition of an Option in Sports Production to the Existing BA in Journalism (CIP 09.0401)
4. Addition of a Non-Thesis Track to the Existing MS in Speech, Language, and Hearing Sciences (CIP 51.0204)

Troy University

1. Addition of a Concentration in Education (Non-certification) to the Existing MS in Environmental and Biological Sciences (CIP 26.1305)

University of Alabama at Birmingham

1. Addition of a Research Track to the Existing MS in Health Informatics (CIP 51.0799)

University of Alabama in Huntsville

1. Addition of a Concentration in General Studies to the Existing BS/BA in Professional Studies (CIP 30.9999)

University of Montevallo

1. Addition of a Concentration in Hospitality and Tourism to the Existing BS/BA in Family and Consumer Sciences (CIP 19.0101)

University of North Alabama

1. Addition of Tracks in Family Life Education, Nonprofit Management, and Organizational and Industrial Leadership to the Existing BA/BS in Sociology (CIP 45.1101)

University of South Alabama

1. Addition of Concentrations in Sports Administration and Coaching Administration to the Existing BS in Sport Management and Recreation Studies (CIP 31.0101)
2. Addition of a Concentration in Professional Writing and Editing to the Existing BA in English (CIP 23.0101)

University of West Alabama

1. Addition of Options in Rural Business and Human Resource Management to the Existing Master of Business Administration (CIP 52.0201)
2. Addition of an Option in Pre-Nursing to the Existing BS/BA in Interdisciplinary Studies (CIP 30.0000)

Alabama Community College System

Jefferson State Community College

1. Addition of an Option in Cybersecurity to the Existing C/AAS in Computer Information Systems (CIP 11.0101)

INFORMATION ITEM: E-9

Summary of Post-Implementation Reports

Staff Presenter:

Ms. Kristan White
Academic Program Review Analyst

Staff Recommendation:

For information only.

Background:

Programs that met post-implementation conditions:

- Auburn University at Montgomery, Program: Bachelor of Science in Environmental Science (CIP 03.0104)
- Auburn University at Montgomery, Program: Bachelor of Science in Medical Laboratory Science (CIP 51.1005)
- Auburn University at Montgomery, Program: Master of Accountancy (CIP 52.0301)
- University of Alabama at Birmingham, Program: Master of Science in Biomedical and Health Sciences (CIP 26.0102)
- University of Alabama in Huntsville, Program: Bachelor of Science in Kinesiology (CIP 31.0505)
- University of Alabama in Huntsville, Program: Master of Science in Space Science (CIP 40.9999)
- University of Alabama in Huntsville, Program: Doctor of Philosophy in Space Science (CIP 40.9999)
- University of Alabama in Huntsville, Program: Master of Science in Management in Human Resources Management (CIP 52.0201)
- University of Alabama in Huntsville, Program: Master of Science in Supply Chain and Logistics Management (CIP 52.0203)
- University of Alabama in Huntsville, Program: Master of Science in Management Science in Business Analytics (CIP 52.1301)
- University of South Alabama, Program: Doctor of Philosophy in Computing (CIP 11.0101)

Programs that did not meet post-implementation conditions:

- Alabama State University. Program: Bachelor of Science in Biomedical Engineering (CIP 14.0501)

Supporting Documentation:

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

a) **Summary of Reports on Programs that Met Post-Implementation Conditions**

Auburn University at Montgomery
Bachelor of Science in Environmental Science (CIP 03.0104)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 12, 2014

Proposed Implementation Date: January 2015

Actual Implementation Date: January 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2015-16 through 2019-20 (five-year average) will be at least 12, based on the proposal.
2. That the average number of graduates for the academic years 2016-17 through 2019-20 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Bachelor of Science in Environmental Science (CIP 03.0104) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2016-17 through and 2019-20 | Percentage of Graduates Employed in The Field |
|------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------|
| Required | 12 | 7.5 | 75% |
| Reported | 32.4 | 8.8 | 100% (based upon sample of 13 respondents) |

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

Auburn University at Montgomery
Bachelor of Science in Medical Laboratory Science (CIP 51.1005)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 12, 2014

Proposed Implementation Date: January 2015

Actual Implementation Date: January 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2015-16 through 2019-20 (five-year average) will be at least 14, based on the proposal.
2. That the average number of graduates for the academic years 2015-16 through 2019-20 (five-year average) will be at least 11, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Bachelor of Science in Medical Laboratory Science (CIP 51.1005) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2015-16 through and 2019-20 | Percentage of Graduates Employed in The Field |
|-----------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------|
| Required | 14 | 7.5 | 75% |
| Reported | 47.2 | 20.8 | 100% (of total degrees granted) |

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

Auburn University at Montgomery
Master of Accountancy (CIP 52.0301)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: March 20, 2015

Proposed Implementation Date: June 2015

Actual Implementation Date: June 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning for 2015-16 through 2019-20 (five-year average) will be at least 13, based on the proposal.
2. That the annual average number of graduates for the academic years 2016-17 through 2019-20 (four-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Master of Accountancy (CIP 52.0301) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2016-17 and 2019-20 | Percentage of Graduates Employed in The Field |
|-------------------------------------|----------------------------------------------------------|--------------------------------------------------|-----------------------------------------------|
| Required | 13 | 3.75 | 75% |
| Reported | 28.2 | 16.5 | 90% |

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

University of Alabama at Birmingham
Master of Science in Biomedical and Health Sciences (CIP 26.0102)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: March 20, 2015

Proposed Implementation Date: Summer 2015

Actual Implementation Date: Summer 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2015-16 through 2019-20 (five-year average) will be at least 15, based on the proposal.
2. That the average number of graduates for the academic years 2015-16 through 2019-20 (five-year average) will be at least 13, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Bachelor of Science in Biomedical and Health Sciences (CIP 26.0102) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2015-16 through and 2019-20 | Percentage of Graduates Employed in The Field |
|---------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------|
| Required | 15 | 3.75 | 75% |
| Reported | 36.2 | 33.4 | 68-79% (of year 1-3 students)* |

*Year 4-5 students are temporarily lower because a large fraction of graduates apply **after** graduating from the MSBHS program but will increase over the next 1-2 years.

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

University of Alabama in Huntsville
Bachelor of Science in Kinesiology (CIP 31.0505)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: December 2014

Proposed Implementation Date: August 2015

Actual Implementation Date: August 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning for 2015-16 through 2019-20 (five-year average) will be at least 10, based on the proposal.
2. That the annual average number of graduates for the academic years 2017-18 through 2019-20 (three-year average) will be at least 8, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Bachelor of Science in Kinesiology (CIP 31.0505) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2017-18 through 2019-20 | Percentage of Graduates Employed in The Field |
|--------------------------------------------------|----------------------------------------------------------|------------------------------------------------------|-----------------------------------------------|
| Required | 10 | 7.5 | 75% |
| Reported | 43.4 | 32 | 85% |

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

University of Alabama in Huntsville
Master of Science in Space Science (CIP 40.9999)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: March 20, 2015

Proposed Implementation Date: August 2015

Actual Implementation Date: January 2016

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning for 2015-16 through 2019-20 (five-year average) will be at least 18.8, based on the proposal.
2. That the annual average number of graduates for the academic years 2017-18 through 2019-20 (three-year average) will be at least 3.75, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Master of Science in Space Science (CIP 40.9999) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2017-18 through 2019-20 | Percentage of Graduates Employed in The Field |
|--------------------------------------------------|----------------------------------------------------------|------------------------------------------------------|-----------------------------------------------|
| Required | 18.8 | 3.75 | 75% |
| Reported | 20.6 | 5.33 | 90% |

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

**University of Alabama in Huntsville
 Doctor of Philosophy in Space Science (CIP 40.9999)
 MET POST-IMPLEMENTATION CONDITIONS**

Approved by Commission: March 20, 2015

Proposed Implementation Date: August 2015

Actual Implementation Date: January 2016

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning for 2015-16 through 2019-20 (five-year average) will be at least 18.8, based on the proposal.
2. That the annual average number of graduates for the academic years 2017-18 through 2019-20 (three-year average) will be at least 3.0, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Doctor of Philosophy in Space Science (CIP 40.9999) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2017-18 through 2019-20 | Percentage of Graduates Employed in The Field |
|-----------------------------------------------------|----------------------------------------------------------|------------------------------------------------------|-----------------------------------------------|
| Required | 18.8 | 2.25 | 75% |
| Reported | 20.6 | 2.25 | 90% |

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

University of Alabama in Huntsville
Master of Science in Management in Human Resource Management (CIP 52.0201)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: December 5, 2014

Proposed Implementation Date: August 2015

Actual Implementation Date: August 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning for 2015-16 through 2019-20 (five-year average) will be at least 14.2, based on the proposal.
2. That the annual average number of graduates for the academic years 2015-16 through 2019-20 (five-year average) will be at least 7.5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Master of Science in Management in Human Resource Management (CIP 52.0201) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2015-16 through 2019-20 | Percentage of Graduates Employed in The Field |
|----------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------|-----------------------------------------------|
| Required | 14.2 | 3.75 | 75% |
| Reported | 14.2 | 9 | 80.9% |

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

University of Alabama in Huntsville
Master of Science in Supply Chain and Logistics Management (CIP 52.0203)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: December 5, 2014

Proposed Implementation Date: August 2015

Actual Implementation Date: August 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning for 2015-16 through 2019-20 (five-year average) will be at least 14.2, based on the proposal.
2. That the annual average number of graduates for the academic years 2015-16 through 2019-20 (five-year average) will be at least 7.5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Master of Science in Supply Chain and Logistics Management (CIP 52.0203) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2015-16 through 2019-20 | Percentage of Graduates Employed in The Field |
|--------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------|-----------------------------------------------|
| Required | 14.2 | 3.75 | 75% |
| Reported | 20.4 | 9.8 | 100% |

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

University of Alabama in Huntsville
Master of Science in Management Science in Business Analytics (CIP 52.1301)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: December 5, 2014

Proposed Implementation Date: August 2015

Actual Implementation Date: August 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning for 2015-16 through 2019-20 (five-year average) will be at least 14.2, based on the proposal.
2. That the annual average number of graduates for the academic years 2015-16 through 2019-20 (five-year average) will be at least 7.5, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Master of Science in Management Science in Business Analytics (CIP 52.1301) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2015-16 through 2019-20 | Percentage of Graduates Employed in The Field |
|-----------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------|-----------------------------------------------|
| Required | 14.2 | 3.75 | 75% |
| Reported | 28 | 17.8 | 68.75% |

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was not met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

University of South Alabama
Doctor of Philosophy in Computing (CIP 11.0101)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 13, 2014

Proposed Implementation Date: August 2014

Actual Implementation Date: August 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2015-16 through 2019-20 (five-year average) will be at least 4, based on the proposal.
2. That the average number of graduates for the academic years 2017-18 through 2019-20 (three-year average) will be at least 2.25, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Doctor of Philosophy in Computing (CIP 11.0101) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2017-18 through 2019-20 | Percentage of Graduates Employed in The Field |
|-------------------------------------------------|----------------------------------------------------------|------------------------------------------------------|-----------------------------------------------|
| Required | 4 | 2.25 | 75% |
| Reported | 8.2 | 3.33 | 80% |

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

b) Summary of Reports on Programs that Did Not Meet Post-Implementation Conditions

**Alabama State University
 Bachelor of Science in Biomedical Engineering (CIP 14.0501)
 DID NOT MEET ALL CONDITIONS – Extension requested**

Approved by Commission: June 13, 2014

Proposed Implementation Date: January 2015

Actual Implementation Date: January 2016

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2015-16 will be at least 7, based on the proposal.
2. That the average number of graduates for the academic years 2018-19 through 2019-20 (two-year average) will be at least 10, based on the proposal.
3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or in acceptance to graduate school.
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

| Bachelor of Science in Biomedical Engineering (CIP 14.0501) | Average New Enrollment Headcount 2015-16 through 2019-20 | Average Number of Graduates, 2018-19 through 2019-20 | Percentage of Graduates Employed in The Field |
|-------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------|-----------------------------------------------|
| Required | 7 | 7.5 | 75% |
| Reported | 13.2 | .5 | 75% |

Condition 1: Enrollment condition met.

Condition 2: The program did not meet the graduate post-implementation requirement. Per Decision Item H, ACHE, December 8, 2017, baccalaureate programs are required to produce 7.5 annual graduates on average.

Condition 3: Employment or continuing education condition was met, though this condition is no longer used.

Condition 4: The assessment condition was met.