

Alabama Commission on Higher Education

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COMMISSION MEETING VIA VIDEO/TELECONFERENCE

Zoom Meeting

<https://us02web.zoom.us/j/6569091900>

Passcode: 139242

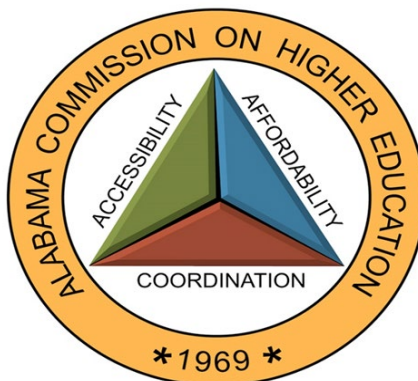
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March 12, 2021
10:00 a.m.





AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

Commission Meeting via Video/Teleconference

<https://us02web.zoom.us/j/6569091900>

Passcode: 139242

March 12, 2021

10:00 AM

- I. Call to Order / Prayer/ Pledge of Allegiance**
- II. Roll Call of Members and Determination of Quorum**
- III. Approval of Agenda**
- IV. Consideration of Minutes of December 11, 2020 1**
- V. Chairman’s Report**
Commissioner Charles Buntin
 - Recognition of Retired Staff
- VI. Executive Director’s Report**
Dr. Jim Purcell
 - Welcome New Staff Member
 - College Affordability
 - The future of Work
- VII. Discussion Items**
 - The Pandemic’s Dual Threat for Vulnerable Workers
Guest Presenter: Ms. Meagan Crowe, Southern Regional Education Board
 - Credential Registry, Competency Frameworks, and In-demand occupations.
Staff Presenter: Robin McGill
 - Legislative Update
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- VIII. Decision Items**
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C. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING December 11, 2020

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 11, 2020 during a virtual meeting. Commissioner Buntin called the meeting to order at 10:00 a.m. Commissioner Bouldin-Frost opened the meeting with a prayer. Commissioner Buntin 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.

Commission Members present: Charles Sanders, Charles Buntin, Stan Pylant, Amy Price, Timothy Gyan, Larry Turner, Norman Crow, Miranda Bouldin-Frost, Stan Nelson, Paul Kennedy and Rod Scott.

Commission Members absent: Ann Sirmon.

III. Approval of Agenda

RESOLVED: Commissioner Bouldin-Frost moved to adopt the published agenda for the December 11, 2020 meeting. Commissioner Crow seconded. The agenda was approved.

IV. Consideration of Minutes of September 11, 2020.

MOVED: Commissioner Bouldin-Frost moved for approval of the September 11, 2020 minutes. Commissioner Crow seconded.

Commissioner Buntin noted that the minutes should be amended to reflect that Commissioner Kennedy abstained from voting on Decision Item A, Fiscal Year 2020-21 Operations Plan.

RESOLVED: Commissioner Bouldin-Frost moved to amend the minutes as proposed. Commissioner Crow seconded. Motion carried.

RESOLVED: Commissioner Buntin called for a vote on the motion to approve the minutes for September 11, 2020 as amended. Motion carried. The minutes were approved as amended.

V. Chairman's Report

Commissioner Buntin welcomed everyone to the virtual meeting. He also thanked Commissioner Sanders for his service as the Chair.

Commissioner Buntin appointed the following Commissioners to the following committees; Academic Affairs- Commissioner Price, Chair; Commissioner Gyan; Commissioner Kennedy; Commissioner Sanders; Commissioner Turner. Financial Affairs- Commissioner Nelson, Chair; Commissioner Crow; Commissioner Pylant; Commissioner Scott; Commissioner Sirmon. Executive Committee- Commissioner Buntin, Chair; Commissioner Bouldin-Frost; Commissioner Price; Commissioner Nelson.

He also appointed Commissioner Sanders, Commissioner Scott and himself to review, negotiate and execute a new contract for Dr. Purcell.

VI. Executive Director's Report

Dr. Purcell reported on the following:

- College Opt-In
- Retain Alabama

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

VII. Discussion Items

- EPSCoR GRSP Student
Ms. Sangeeta Nair presented her research project "Seeing the Whole Picture: Advancements in Human Brain Imaging to Study Epilepsy."
- Legislative Agenda
Mrs. Margaret Gunter reported on the upcoming ACHE Legislative agenda.
- Regional Workforce Profiles
Dr. Robin McGill presented a report on Alabama's Regional Workforce Profiles.

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

VII. Decision Items

A. Annual Report: Alabama Commission on Higher Education 2019-2020

Mrs. Margaret Gunter presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Scott moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

B. Executive Budget Request for FY 2021-2022

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Commissioner Kennedy abstained. Motion carried.

C. Consolidated Budget Recommendation for FY 2021-2022

Ms. Susan Cagle presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Commissioner Kennedy abstained. Motion carried.

D. Report on Facilities Master Plan and Capital Projects Requests for FY 2021-2022- FY 2025-2026

Ms. Susan Cagle presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

E. Academic Programs

1. Alabama A&M University

Master of Public Administration in Public Administration (CIP 44.0401)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

2. Athens State University

a. Bachelor of Fine Arts in Art (CIP 50.0702)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

b. Master of Science in Strategic Healthcare Management and Administration (CIP 51.0701)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

3. Auburn University

a. Bachelor of Science in Genetics (CIP 26.0801)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

b. Doctor of Philosophy in Industrial and Organizational Psychology (CIP 42.2804 ~~42.0404~~)- Substantive Modification

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

c. Master of Education in Clinical Rehabilitation Counseling (CIP 51.2310 ~~43.4099~~)- Substantive Modification

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

4. Auburn University at Montgomery
Master of Science in Speech-Language Pathology (CIP 51.0204)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

5. University of Alabama
Doctor of Philosophy in Health Education and Promotion (CIP 51.2207)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

6. University of Alabama at Birmingham
 - a. Doctor of Philosophy in Community Health Promotion (CIP 51.2207)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

- b. Doctor of Philosophy in Health Behavior (CIP 51.2212)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

- c. Bachelor of Science in Biobehavioral Nutrition and Wellness (CIP 30.1901)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

7. Calhoun Community College
 - a. Associate of Applied Science in Criminal Justice (CIP 43.0107)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

- b. Associate of Applied Science in Visual Communications: Multimedia Production Technology (CIP 50.0602)

Ms. Kristan White presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

- 8. Enterprise Community College
 - a. Associate of Applied Science in Advanced Composites (CIP 15.0617)

Ms. Kristan White presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

- b. Licensed Practical Nurse Certificate (CIP 51.3901)

Ms. Kristan White presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

- 9. Jefferson State Community College
 - Associate of Applied Science in Histotechnician (CIP 51.1008)

Ms. Kristan White presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

- 10. Request to Amend Post-Implementation Conditions
 - a. Auburn University at Montgomery, Master of Science in Geographic Information Systems (CIP 45.0702)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

- b. Troy University, Master of Arts in Economics (CIP 52.0601)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation for approval. Commissioner Crow seconded. Motion carried.

F. Information Items

RESOLVED: Commissioner Bouldin-Frost moved that the Commission accept Information Items 1 through 10. Commissioner Crow seconded. Motion carried.

1. Annual Off-Campus Site Follow-Up Report for Academic Year 2019-2020
2. Implementation of Distance Education Programs
3. Implementation of Non-Degree Programs at Senior Institutions
4. Implementation of New Short-Term Certificate Programs (Less than 30 Semester Hours)
5. Changes to the Academic Program Inventory
6. Change in the Name and Establishment of Centers and Departments
7. Extensions/Alterations to Existing Programs of Instruction
8. Coastal Alabama Community College, New Exempt Off-Campus Site: Baldwin Center for Business Development
9. University of Alabama, Off-Campus Sites: University of Alabama in Huntsville and Florence City Schools
10. Summary of Post-Implementation Reports

F. Adjournment

The meeting was adjourned at 12:01 p.m. The next meeting of the Commission is scheduled for March 12, 2021.

Charles Buntin, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2021.

James E. Purcell, Executive Director

Notary Public

DECISION ITEM: A- 1a

Auburn University, Master of Science in Applied Behavior Analysis (CIP 42.2814)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Applied Behavior Analysis.

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

Implementation Date: The proposed program will be implemented in Summer 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 beginning 2022-23 will be at least 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 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That program graduates continue to achieve an average first-time pass rate of at least 80% on the Board Certified Behavior Analyst (BCBA) examination.
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 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. The proposed MS in Applied Behavior Analysis will replace an existing option in AU's MS in General Psychology (CIP 42.0101). Creating a standalone degree will make the program more viable for specialized accreditation.
2. Data for AU's existing Applied Behavior Analysis option shows that the program regularly exceeds the number of new enrollments and graduates required to meet viability standards.
3. The curriculum is designed so that graduates will complete both coursework and practicum experience requirements necessary to take and pass the Board Certified Behavior Analyst (BCBA) examination.
4. The Bureau of Labor and Statistics projects 22% employment growth for Applied Behavior Analysts between 2018 and 2028.

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 November 23, 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: MS in Applied Behavior Analysis (CIP 42.2814)								
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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	10	10	10	10	10	10	10
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	10	10	10	10	10	10	10
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	5	5	5	5	5	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	5	5	5	5	5	5	5

Attachment 2

Summary of Background Information

Master of Science in Applied Behavior Analysis
Auburn University

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

Program Description: The proposed MS in Applied Behavior Analysis (ABA) is intended to use scientific and evidence-based behavioral principles to improve individual and social conditions. ABA is effective for children and adults with psychological disorders, especially autism and spectrum disorders, in a variety of settings, including schools, workplaces, homes, and clinics. Students earning an MS in ABA must complete a verified course sequence and practicum hours approved by the Behavior Analyst Certification Board in order to sit for the examination to become a Board Certified Behavior Analyst (BCBA).

Student Learning Outcomes: Learning outcomes for graduates of the MS in Applied Behavior Analysis program include the following:

1. Articulate verbal proficiency in behavioral principles, behavioral assessment and treatment, single-case research methods, behavior theory, behavioral pharmacology, autism and intellectual disabilities, and professional ethics.
2. Acquire a broad range of applied skills in using all aspects of established behavior analysis procedures with individuals with developmental disabilities in service delivery settings.
3. Demonstrate the ability to integrate a client's assessment and treatment needs with the existing empirical literature by completing a portfolio of projects.
4. Demonstrate proficiency in 60 verbal and practical skills sampled from the expert-derived Task List of the national Behavior Analyst Certification Board.
5. Acquire sufficient verbal and practical repertoires necessary to pass the national Board Certified Behavior Analyst exam immediately after graduation.

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

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were sent to the Alabama Council of Graduate Deans (ACGD). One response was received indicating support for the proposed program.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer similar degrees in the Applied Behavior Analysis: Jacksonville State University (MS in Applied Behavior Analysis, CIP 42.2814); Troy University (MS in Applied Behavior Analysis, CIP 42.2814), and the University of Alabama in Huntsville (MS in Applied Behavior Analysis, CIP 42.2814). Curricula are similar across all programs because of instructional and practical requirements for graduates to sit for the BCBA examination. Given the high-demand for certified ABAs, offering several programs across the State is warranted.

Relationship to Existing Coursework: AU has offered an option in Applied Behavior Analysis within its MS in General Psychology (CIP 42.0101) since 2002. The current proposal will create a standalone

program at the appropriate CIP code designation, with no substantive change to the existing program, its content and purpose, or its curriculum.

Collaboration: AU does not plan to collaborate with other institutions for the implementation of this proposed degree program, as all courses and instructors necessary for offering the program are already in place.

Accreditation: AU is in the process of applying for accreditation from the Association for Behavior Analysis International (ABAI) Accreditation Board, and the university anticipates an on-site visit in Fall 2021. Currently, only Jacksonville State University has an ABAI-accredited MS in Applied Behavior Analysis.

Professional Licensure: Entry-level employment to practice behavior analysis requires professional licensure through the Alabama Behavior Analyst Licensing Board, administered through the Alabama Department of Mental Health. Licensure requires active certification from the national Behavior Analyst Certification Board (BACB), which administers the Board Certified Behavior Analyst (BCBA) examination. AU's proposed program is designed to meet the educational and practical requirements for certification and professional licensure. Graduates from the existing program option have achieved between 90% and 100% first-time pass rates on the BCBA examination.

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

Mode of Delivery: The courses within the MS in Applied Behavior Analysis will be taught in-person. Coursework has been reviewed by the BACB and has been approved as a Verified Course Sequence that prepares students for BCBA certification. In addition, students must complete practical fieldwork in applied behavior analysis.

Curriculum:

Program Completion Requirements:	
Credit hours required in program courses	33
Credit hours in general education or core curriculum	N/A
Credit hours required in support courses	N/A
Credit hours in required or free electives	N/A
Credit hours in required practicum	12
Total credit hours required for completion	45

The proposed MS is designed as a full-time program, with students completing within 6 semesters.

Other Requirements: This program requires students to complete an intensive practicum that offers formal training in varied service delivery settings involving individuals with developmental disabilities. It involves approximately 20 hours per week of on-site training during each semester, including a weekly practicum class, small group supervisory sessions, and individual supervisory meetings. Students receive mastery-based training on a comprehensive set of practical skills and must complete an empirical capstone project.

Industry Need: The Bureau of Labor and Statistics projects 22% employment growth rate for Applied Behavior Analysts between 2018 and 2028. A recent market analysis conducted by Burning Glass on behalf of the BACB showed that demand for behavior analysts currently exceeds the number of available behavioral analysts. Given the high demand for graduates, state and private agencies are willing to fund agency fellowships that fully support graduate study in ABA at Auburn in return for one or more years of post-graduate employment at the sponsoring agency. Graduates from the existing program have received job placement offers before graduation in the following settings: schools, government, home-based services, service organizations, and other applied settings.

The proposed program is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system:

- 1) Substance Abuse, Behavioral, and Mental Health Counselors (SOC 21-1018)
- 2) Clinical, Counseling, and School Psychologists (SOC 19-3031)

Both occupations appear on Alabama's 2021 Statewide List of In-Demand Occupations, with projected annual job openings of 260 for Substance Abuse, Behavioral, and Mental Health Counselors and 115 for Clinical, Counseling, and School Psychologists.

Student Demand: Projected demand is based on enrollments in the existing ABA option. Over the past five years, AU has enrolled an average of 6 new students per year and graduated an average of 6 students per year. AU receives between 30-60 applications annually for the current ABA program option and can only accept between 5-7 students each year.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 3

Part-time: 0

Support Faculty—

Full-time: 2

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Assistantships: Each year students receive agency fellowships. These fellowships are sponsored by public and private human service agencies in Alabama. The fellowships take the form of .33 FTE assistantships that pay a monthly stipend as well as both in- and out-of-state tuition. Students accepting these fellowships agree to work for the sponsoring agency for one to two years immediately following graduation. There are no new expenses due to existing agency fellowships that have been in place to support the program since its inception in 2002.

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

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

Library: A member of the Association of Research Libraries, the Auburn University Library is fully staffed, including collections and librarians to support faculty research and educational programs to the doctoral level. Given the interdisciplinary nature of the different aspects within the MS in Applied Behavior Analysis, current collections are sufficient to support the program.

Program Budget: The proposed will not require any new funds and likewise will not generate any new revenue, since the size of the program is expected to stay the same.

Attachment 3

Auburn University
Master of Science in Applied Behavior Analysis

Course Number and Title	Number of Credit Hours	* If New Course
PSYC 7220 Behavioral Principles	3	
PSYC 7320 Clinical Psychopharmacology	3	
PSYC 7240 Methods for Studying Individual Behavior	3	
PSYC 7260 Ethical and Professional Issues in Behavior Analysis	3	
PSYC 7310 Autism and Intellectual Disabilities	3	
PSYC 7910 Practicum in Applied Psychology	12	
PSYC 7980 Applied Behavior Analysis Capstone Project	9	
PSYC 8550 Applied Behavior Analysis	3	
PSYC 8570 Applied Behavior Analysis 2	3	
PSYC 8540 Behaviorism	3	
Total Credit Hours for MS in Applied Behavior Analysis	45	

DECISION ITEM: A- 1b

Auburn University, Master of Development Practice in
Development Practice (CIP 30.2001)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of
Development Practice (MDP) in Development Practice.

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 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
beginning 2022-23 will be at least 8.8, 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, including also
data on related employment and/or acceptance into a
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. Currently, there is no Master of Development Practice (MDP) or similar program offered in Alabama, and the proposed program will help fill a global need for individuals trained in sustainable development issues, including hunger, poverty, humanitarian aid, and social policy
2. Student demand for the program is strong, based on higher than expected enrollments in AU's existing BS in Global Studies in Human Sciences (GSHS) program, which will be a major feeder for the proposed MDP.
3. This program will utilize existing interdisciplinary faculty and courses currently being taught for other graduate programs, and therefore, no new resources will be required for implementation.

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 November 23, 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: Auburn University</i>								
<i>PROGRAM: MDP in Development Practice (CIP 30.2001)</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	\$51,408	\$119,952	\$205,632	\$274,176	\$308,448	\$308,448	\$308,448	\$1,576,512
TOTAL	\$51,408	\$119,952	\$205,632	\$274,176	\$308,448	\$308,448	\$308,448	\$1,576,512
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	12	16	18	18	18	14.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	7	12	16	18	18	18	14.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	8	10	10	10	10	8.8
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	2	4	6	8	8	8	6

Attachment 2

Summary of Background Information

Master of Development Practice in Development Practice
Auburn University

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

Program Description: The proposed MDP in Development Practice is intended to train and prepare professionals who can work across many fields (businesses, NGOs, governmental organizations, and non-profits) to develop sustainable solutions to the major global issues, such as hunger, poverty, global market changes, humanitarian aid, and social policy. Students will complete core coursework across the human sciences and engage in immersion experiences both in the state of Alabama and in a developing country.

Student Learning Outcomes: Learning outcomes for graduates of the MDP in Development Practice program include the following:

1. Research and critically analyze empirical information to support and design development interventions, evaluations, and benchmarking relevant to human sciences.
2. Design and execute an independent and comprehensive project in the development field to effectively prepare for professional careers in the field.
3. Identify, articulate, and debate the importance of a broad range of issues that have both local and global significance in the human sciences as related to development practice.
4. Increase the ability to function effectively in the four domains of Cultural Intelligence (CQ)--CQ Drive, CQ Knowledge, CQ Strategy, and CQ Action--as measured by the empirically validated CQ Test.
5. Apply design thinking to development interventions in development practice through a systematic design process, articulate that process, and describe outcomes using an established methodology from the human sciences.

Administration: The program will be administered by the College of Human Sciences, Dr. Susan Hubbard, Dean; and by the Office of the Dean and the Office of Global Education, Dr. Kate Thornton, Director.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were sent to the Alabama Council of Graduate Deans. Two institutions submitted responses to the proposed program, both indicating support.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed MDP degree program will be the only offering of its level and kind in Alabama. Within the SREB states, there are two other MDP programs, at Emory University and University of Florida, but Auburn's proposed program places a greater emphasis on human sciences. Other related master's programs, such as an MA in Global Sustainability and MS in International Development, are offered outside Alabama.

Relationship to Existing Coursework: The proposed program is an interdisciplinary program crossing all human sciences disciplines (human development, family sciences, nutrition, dietetics, hospitality,

global studies and design). AU currently offers a related degree at the undergraduate level: BS in Global Studies in Human Sciences (GSHS) program (CIP 19.9999), and AU expects that the GSHS program will be a primary feeder for the MDP program. This program will utilize existing graduate courses currently being offered in the College of Human Sciences for other advanced degrees.

Collaboration: AU does not plan to collaborate with other institutions for the implementation of this proposed degree program, as all courses and instructors necessary for offering the program are already in place and there are no comparable programs in the state.

Accreditation: AU will seek affiliation with the Sustainable Development Solutions Network (SDSN) that serves as the global MDP program secretariat. There is currently no known accreditation body for this type of degree as the field is new.

Admissions: Students may transfer no more than 6 credit hours (with a B or higher) from another accredited institution towards this degree. The transfer credits must fall within designated time limits of this degree and be approved by the advisory committee and the Dean of the Graduate School.

Mode of Delivery: The courses within the MDP in Development Practice curriculum will be taught in-person. In addition to the curricula, students will have both an international and a domestic professional experience.

Curriculum:

Program Completion Requirements:	
Credit hours required in program courses	18-20
Credit hours in general education or core curriculum	N/A
Credit hours required in support courses	N/A
Credit hours in required free electives	7-9
Credit hours in required research	7
Total credit hours required for completion	32-36

This MDP is a non-thesis program, designed primarily for full-time students completing within 4 semesters (1.5 years). Some exceptions may be made to accommodate part-time students, as a student could complete this program in 6-7 semesters if enrolled in 1-2 courses per term.

Other Requirements: Students will complete a short-term, hands-on practicum (combined with classroom instruction) during the spring term and a full semester immersive internship experience during the summer term with community partners in both the State of Alabama and internationally as required parts of this program. Students will also complete community development proposals and plans in conjunction with community partners as a part of the final semester.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system:

- 1) Social and Community Service Managers (SOC 11-9151)
- 2) Management Analysts (SOC 13-1111)
- 3) Social Scientists and Related Workers (19-3099)

Social and Community Service Managers (SOC 11-9151) and Management Analysts (SOC 13-1111) appear on Alabama's 2021 Statewide List of In-Demand Occupations, with projected annual job openings of 145 and 760 statewide, respectively.

AU anticipates that graduates will have job opportunities in major international organizations and companies within the State of Alabama (e.g., Mercedes, Hyundai, Shipt, Amazon and Aramark), in corporate and private foundations and nonprofit groups (e.g., Red Cross, Alabama Court Appointed

Special Advocates, Alabama Power Foundation, Alabama Possible), in civic and community development organizations (e.g., ONE and Hale Empowerment and Revitalization Organization), and in the Alabama Cooperative Extension. Graduates of AU's existing BS in GSHS have been placed with several of these organizations/companies, as well as in large nonprofits such as Ronald McDonald House, Make-A-Wish Foundation, and Compassion International; in large corporations such as Indiana Pacers, Cohn-Reznick, and, Dell); and in governmental agencies like the U.S. Army and U.S. State Department.

Student Demand: The current undergraduate GSHS interdisciplinary degree consistently maintains enrollment of approximately 100 students each academic year. The high enrollment in the baccalaureate program is a strong indicator of demand for the proposed master's degree. A survey of current and former students resulted in 27 indicating they were interested in pursuing this degree. This proposal contains five letters of support from former GSHS students expressing interest in the graduate program.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 4

Part-time: 0

Support Faculty—

Full-time: 9

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Faculty for the MPD degree program will come from an interdisciplinary group of existing faculty across the following departments: Consumer and Design Sciences; Human Development and Family Science; Nutrition, Dietetics, and Hospitality Management; and the Office of Global Education.

Assistantships: No assistantships will be offered for the proposed program.

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

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

Library: A member of the Association of Research Libraries, the Auburn University Library is fully staffed, including collections and librarians to support faculty research and educational programs to the doctoral level. Given the interdisciplinary nature of the different aspects within the Master of Development Practice, current collections are sufficient to support the program.

Program Budget: The proposal projected that \$0 in estimated new funds will be required to support the proposed program over the first seven years. The program will generate \$1,576,512 through tuition.

Attachment 3

Auburn University
 MDP in Development Practice

Course Number and Title	Number of Credit Hours	* If New Course
ADS 7100 Environmental Design Theories and Applications	3	
CADS 7040 Protocol for Graduate Study	1	
NTRI 7850 Research Seminar for Master's Program OR NTRI 7856 Research Seminar for Master's/Doctoral Program	1	
HDFS 6930 Society and Health	3	
HDFS 7050 Research Methods for Human Development and Family Studies OR HDFS 8090 Qualitative Methods in the Social Sciences	3	
HDFS 6200 Applied Research and Evaluation Methods	3	
HOSP 7500 Global Hospitality Strategy OR HOSP 7506 Global Hospitality Strategy	3	
HUSC 6940 Study and Travel in Human Sciences OR CADS 7920 Graduate Internship	1	
CADS 7950 Seminar	1	
HUSC 6940 Study and Travel in Human Sciences OR CADS 7920 Graduate Internship	1-3	
CADS 7930 Advanced Design Projects	4	
HDFS 7930 Seminar in Human Development and Family Studies	1	
Elective 1 (see list below)	3	
Elective 2 (see list below)	3	
Elective 3 (see list below)	2-3	
Total Credit Hours for MDP in Development Practice	32-36	
Elective Options:		
CADS 7530 Sustainability Theory and Applications	3	
ADS 6310 Sustainable Design and LEED Accreditation	3	
HOSP 7000/7006 Hospitality Enterprise	3	
CADS 6700 Entrepreneurship in Apparel and Interiors	3	
HOSP 7090/7096 Consumer Behavior in Hospitality and Tourism	3	
HOSP 8860/8866 Current Issues in Hospitality Management	3	
HOSP 7010/7016 Advanced Tourism Analysis	3	
HDFS 6400 Program Design	3	
HDFS 6300 HDFS and Social Policy	3	
HDFS 6950 Seminar on Health Ecology and Equity	3	
NTRI 6100 Nutrition in in Disease Prevention	2	
NTRI 6820/6826 Nutrition in the Life Cycle	3	
HUSC 6930 Society and Health	3	
HDFS 7040 Family Processes	3	

DECISION ITEM: A- 1c

Auburn University, Master of Science in Supply Chain Management (CIP 52.0203)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Supply Chain Management.

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 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 beginning 2022-23 will be at least 11.7, based on the proposal.
2. That the annual average number of graduates for the period 2022-2023 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, including also data on related employment and/or acceptance into a 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. Alabama's growth in global manufacturing has increased demand for supply chain professionals. Graduates of the proposed program will be prepared for employment as logisticians and as transportation, storage, and distribution managers, both occupations that appear on the State's In-Demand Jobs list.
2. The proposed program extends AU's 12-hour Graduate Certificate in Supply Chain Management Innovation (CIP 52.0203) to a full master's degree program.
3. This program will require no new funds as it will utilize existing faculty and resources.

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 November 23, 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: MS in Supply Chain Management (CIP 52.0203)								
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	\$87,534	\$134,219	\$221,753	\$268,438	\$355,972	\$402,656	\$402,656	\$1,873,228
TOTAL	\$87,534	\$134,219	\$221,753	\$268,438	\$355,972	\$402,656	\$402,656	\$1,873,228
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	9	14	18	23	27	27	19.7
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	9	14	18	23	27	27	19.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	10	10	15	15	15	11.7
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	4	4	8	8	12	12	8

Attachment 2

Summary of Background Information

Master of Science in Supply Chain Management
Auburn University

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

Program Description: The proposed MS in Supply Chain Management is intended to provide advanced and specialized education for a rapidly growing field and related industries. The curriculum model will help develop the necessary skills for professionals to perform at the middle and top management level in supply chain management and is designed for students that are interested in combining work life with the need for educational advancement. Emphasis is placed on the concepts of strategic planning, informed decision-making and supply management trade-offs. This non-thesis degree program will provide students with rigorous training in the necessary theories, concepts, quantitative tools and analytical skills needed to source, design, plan and manage modern supply chains.

Student Learning Outcomes: Learning outcomes for graduates of the MS in Supply Chain Management program include the following:

1. Describe advanced concepts and principles related to management of operations, logistics, and supply chains.
2. Articulate the role of supply chain management in both manufacturing and service industries.
3. Explain how supply chain management integrates within a company's business strategy.
4. Develop expertise in supply chain planning, procurement, transportation, fulfillment processes, analytical tools and supporting technologies.
5. Evaluate the effectiveness of a supply chain and develop the ability to make innovative adjustments.

Administration: The program will be administered by the Harbert College of Business, Dr. Annette Ranft, Dean; and by the Department of Supply Chain Management, Dr. Glenn Richey, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were sent to the Alabama Council of Graduate Deans (ACGD). Two responses were received, with one raising concern over potential overlap with existing offerings at other institutions.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The Academic Program Inventory includes two degree programs at the same level and CIP: Athens State University, MS in Global Logistics and Supply Chain Management (CIP 52.0203) and University of Alabama in Huntsville, MS in Supply Chain and Logistics Management (CIP 52.0203). In addition, the University of Alabama offers an MS in Operations Management (CIP 52.1301) that includes coursework in supply chain modeling and management. Given the growth of this field and industry need in Alabama (see below), allowing additional programs to be created is justified.

Relationship to Existing Coursework: AU's Department of Supply Chain Management currently offers graduate courses as part of the 12-hour Graduate Certificate in Supply Chain Management Innovation (CIP 52.0203). These courses are also offered as electives within AU's MBA program (CIP 52.0201). The Master of Science in Supply Chain Management is designed using these existing courses in the

department along with new graduate courses. In addition, AU's Harbert College of Business offers a related undergraduate degree program, the BS in Supply Chain Management (CIP 52.0203).

Collaboration: AU does not plan to collaborate with other institutions for the implementation of this proposed degree program, as all courses and instructors necessary for offering the program are already in place.

Accreditation: There is no specialized accrediting body for this program, though it will fall under the Harbert College of Business's accreditation through the Association to Advance Collegiate Schools of Business (AACSB).

Admissions: Students can transfer up to 6 credit hours with departmental approval. Applicants are expected to have completed an undergraduate degree from an accredited institution in Business, Engineering, Technology, (Military) Logistics, Transportation, or a related field approved by the department. Applicants with an undergraduate degree in other disciplines with more than two years of relevant experience in the supply chain field are also eligible for admission.

Students who have successfully completed the existing Graduate Certificate in Supply Chain Innovation, or other related graduate certificates, may advance to the Master of Science degree program. These students will be given full credit for required graduate courses completed as part of the certificate(s) when applying to the Master of Science degree program.

Mode of Delivery: Students can choose to complete the MS in Supply Chain Management curriculum either through on-campus instruction or through distance education.

Curriculum:

Program Completion Requirements:

Credit hours required in program courses	18
Credit hours in general education or core curriculum	N/A
Credit hours required in support courses	N/A
Credit hours in required or free electives	12
Credit hours in required research	N/A
Total credit hours required for completion	30

Most of the coursework for the proposed MS is currently being delivered as part of the existing Graduate Certificate in Supply Chain Management Innovation (CIP 52.0203). Only two new courses will be added to the existing offerings: SCM6500: Supply Chain Planning and SCM6600: Inventory/Warehouse Management.

Other Requirements: There are no special requirements for the program.

Industry Need: The State of Alabama has seen tremendous growth in its manufacturing industrial base over the last 15 years. Supply chain management is a key component of these global manufacturing businesses, and, as a result, international trade across the state has increased substantially. Currently, many supply chain positions are being filled by individuals from out of state or from overseas. AU's proposed graduate degree will help Alabama leverage its talent base to serve the current employment needs as well as attract new businesses to the state.

The proposed program is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system:

- 1) Transportation, Storage, and Distribution Managers (SOC 11-3071)
- 2) Logisticians (SOC 13-1081)

Both occupations appear on Alabama's 2021 Statewide List of In-Demand Occupations, with projected annual job openings of 95 for Transportation, Storage, and Distribution Managers and 390 for Logisticians.

Student Demand: AU's Department of Supply Chain Management currently offers graduate courses as part of graduate certificate and as electives for the Master of Business Administration degree. The number of students who took these graduate courses have doubled in the past three years (from 32 in 2017 to 66 in 2020) with an average enrollment of 20 students per graduate course. The department has also received 28 applications so far this year for admission into the graduate certificate program offered by the department. Current MBA and BS in Supply Chain Management students have also expressed an interest in advanced supply chain management educational opportunities.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 10

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

AU's Supply Chain Management programs are currently staffed with ten full-time faculty. No new faculty will be required for the proposed MS program.

Assistantships: No assistantships will be offered for the proposed program.

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

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

Library: A member of the Association of Research Libraries, the Auburn University Library is fully staffed, including collections and librarians to support faculty research and educational programs to the doctoral level. Given current Libraries resources for the Harbert College of Business, the collections adequately support the proposed MS in Supply Chain Management.

Program Budget: The proposal projected that \$0 in estimated new funds will be required to support the proposed program over the first seven years. The program is expected to generate \$1,873,228 through tuition.

Attachment 3

Auburn University
 MS in Supply Chain Management

Course Number and Title	Number of Credit Hours	* If New Course
Required Courses:		
SCMN7600 (or 7606) Supply Management and Manufacturing	3	
SCMN7700 (or 7706) Demand Management and Fulfillment	3	
SCMN7800 (or 7806) Supply Chain Strategy	3	
SCMN6500 (or 6506) Supply Chain Planning	3	*
SCMN6600 (or 6606) Inventory/Warehouse Management	3	*
BUSI7150 (or 7156) Operational Excellence	3	
Elective Courses: (any four)		
BUSI7120 (or 7126) Quantitative Decision Making	3	
BUSI7130 (or 7136) Strategic Analysis and Competitive Environment	3	
ISMN6370 (or 6376) Project Management	3	
ISMN6390 (or 6396) Integrating Business Processes with ERP	3	
SCMN6720 (or 6726) Quality and Process Improvement	3	
SCMN6960 (or 6966) Special Problems/Topics	3	
Total Credit Hours for MS in Supply Chain Management	30	

DECISION ITEM: A- 2

Troy University, Bachelor of Science in Business Administration
in Data Analytics (CIP 52.1301)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Business Administration (BSBA) in Data Analytics.

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 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 beginning 2022-23 will be at least 10, based on the revised 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), Troy's existing BSBA in Global Business (CIP 52.1101) will continue to meet adopted graduation requirements 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.

Troy University (TROY) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 BSBA program will expand an existing concentration within the BSBA in Global Business (CIP 52.1101) into a standalone degree program in Data Analytics, and as such, will not require any additional resources to implement.
2. Coursework for the proposed program will be offered both in-person and online, allowing more flexibility for professional students.
3. The field of business data analytics is rapidly growing, and the program is designed to prepare graduates to seek employment in high-demand occupations, including management analysts, operations research analysts, and marketing analysts.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Troy University proposal, dated November 12, 2020, with 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: Troy University								
PROGRAM: BSBA in Data Analytics (CIP 52.1301)								
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	\$0	\$62,356	\$71,264	\$80,172	\$89,080	\$97,988	\$106,896	\$507,756
TOTAL	\$0	\$62,356	\$71,264	\$80,172	\$89,080	\$97,988	\$106,896	\$507,756
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	16	24	32	32	32	32	28
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	16	24	32	32	32	32	28
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	10	10	10	10	10	10	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	0	8	8	8	8	8

Attachment 2

Summary of Background Information

Bachelor of Science in Business Administration in Data Analytics
Troy University

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

Program Description: The proposed BSBA in Data Analytics is intended to produce graduates that can provide global organizations with timely analysis and interpretation of data, thereby producing actionable information, enabling these organizations to make better business decisions that provide them with a competitive advantage in a global economy. Employment opportunities exist in many industries, with job titles including operations research analyst, business analyst, business analytics analysts, business intelligence analyst, data analyst, and related job descriptions. Program coursework focuses on the use of data analytic tools and techniques, project management, and organizational decision making, along with DevOps, Agile methods, change management, and business relationship management.

Student Learning Outcomes: Learning outcomes of the BSBA in Data Analytics include the following:

1. Analytical knowledge and skills: Graduates will be able to apply a variety of analytical tools, techniques, and skills, including data visualization, to derive useful information from a wide range of data sources and use their findings to make actionable recommendations to decision-makers.
2. Communication skills: Graduates will be able to communicate clearly and precisely in both writing and speaking. Graduates will also demonstrate excellent listening skills and use critical thinking to understand problems fully before proposing appropriate solutions.
3. Interpersonal skills: Through multiple project management opportunities, graduates will have demonstrated the ability to act ethically and effectively and how to collaborate with instructors and other students to achieve project objectives. Graduates will also have demonstrated that they can work independently under direction to achieve program objectives while learning and teaching other students in the program.
4. Problem-solving skills: Graduates will be able to think critically and creatively to solve complex problems. Graduates will have also demonstrated the ability to perform research on organizational problems and communicate their findings effectively.
5. Project-management knowledge and skills: Graduates will have demonstrated the ability to work effectively under tight deadlines and how to use resources efficiently to complete projects on time.

Administration: The program will be administered by the Sorrell College of Business, Dr. Judson Edwards, Dean; and the Department of Risk Management and Data Analytics, Dr. Jeffrey Bohler, 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 institutions submitted responses with no objections to the program as proposed.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed BSBA in Data Analytics would share the same CIP code with two existing programs: Auburn University's BS in Business Analytics (CIP 52.1301) and the University of Alabama's BSCBA in Operations Management (CIP 52.1301). In addition, the University of North

Alabama has proposed a similar program to be implemented in Fall 2021 (BBA in Data Analytics, CIP 52.1301). Given the growth of business and data analytics and the demand for employees, increasing the number of baccalaureate programs offered across the state seems justified.

Relationship to Existing Coursework: The proposed BSBA program will expand the existing undergraduate Global Business-Data Analytics (GB.DA) concentration (CIP 52.1101) to offer a standalone degree program that will be federally STEM-designated. Troy plans to continue offering the existing GB.DA concentration to students who want to pursue a more generalist global business education with some exposure to data analytics. The program will make use of related coursework in information systems offered within the Sorrell College of Business, as well as related Geographic Information Sciences (GIS) coursework offered within from the College of Arts and Sciences. At the graduate level, Troy offers a concentration in Information Systems and Data Analytics within its online MBA in Global Business (CIP 52.1101).

Collaboration: Troy does not have plans to collaborate at this time, though they are open to collaboration as opportunities arise.

Accreditation: Currently, there is not a specialized accreditation entity for Data Analytics degree programs. The Sorrell College of Business is accredited through the Association to Advance Collegiate Schools of Business (AACSB). The proposed program will meet any requirements identified by AACSB for Data Analytics/ Managerial Science programs.

Admissions: The program has no special admission requirements.

Mode of Delivery: The proposed program will be delivered in multiple formats using face-to-face instruction on the Troy Main Campus (synchronous) and distance learning technology through Troy Online (asynchronous). The proposed program plan has 100% of the program's courses offered using distance education, but not all courses will be offered each term/semester. Faculty resources will be prioritized to provide the proposed degree program to all of Troy's students.

Curriculum:

Program Completion Requirements:	
Credit hours required in program core	36
Credit hours in general education or core curriculum	45
Credit hours required in support courses	37
Credit hours in free electives	2
Credit hours in thesis/dissertation	N/A
Total credit hours required for completion	120

Full-time students can complete this program in 8 semesters, taking 15 hours each term. Part-time students can complete in 13-16 semesters (based on 6 or 9 hours each semester). No additional education is needed beyond this degree for entry-level positions, but additional training and education are required for most mid-level positions.

Industry Need: Data analytics, business analytics, and data science are growing fields in Alabama and throughout the region and nation. A recent report by Burning Glass on the "New Foundational Skills for the Digital Economy" included analyzing data, managing data, and communicating data as top skills in demand within the 21st-century economy.

The proposed program is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system:

- 1) Management Analysts (SOC 13-1111)
- 2) Operations Research Analysts (SOC 15-2031)

3) Market Research Analysts and Marketing Specialists (SOC 13-1161)

Management Analysts (SOC 13-1111) and Market Research Analysts (SOC 13-1161) appear on Alabama's 2021 Statewide List of In-Demand Occupations, with projected annual job openings of 760 and 565 statewide, respectively.

Student Demand: Troy's existing GB.DA concentration has a total enrollment of 17 students, with 5-6 new students per year. The majority of these students have expressed a desire to transition to a more focused, four-year degree program for Data Analytics should it be made available. In addition, there are 55 students enrolled in Troy's Global Business--Information Systems (GB.IS) concentration, some of whom have also expressed an interest in the proposed program. Troy formed a Data Analytics student club in Fall 2020, and all 20 members have expressed interest in this program. Furthermore, the program's CIP 52.1301 is included on the federal list of STEM-designated programs, which can allow international students to extend their visas after graduation. This designation will likely increase program demand from international students.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 7

Part-time: 0

Support Faculty:

Full-time: 6

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Troy currently has seven, tenure-track faculty who teach in the undergraduate GB.DA and the GB.IS programs. One faculty member will be leaving, and Troy plans to continue the faculty line with no additional expenditures expected. The new tenure-track faculty member will have a terminal degree in Management Information Systems, Data Science, Management Science or a similar degree, with industry experience in data analytics preferred.

Assistantships: No assistantships will be offered for the proposed program.

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

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

Library: Troy has sufficient library resources to support the existing BSBA concentrations, as well as the proposed program. The Troy University Library already has access to the following journals through interlibrary loan:

- *Big Data Analytics* - ISSN: 2058-6345
- *Journal of Big Data* - ISSN: 2196-1115
- *Decision Sciences* - ISSN: 0011-7315, 1540-5915
- *Decision Sciences Journal of Innovative Education* - ISSN: 1540-4595, 1540-4609
- *Journal of Management Information and Decision Sciences* - ISSN: 1524-7252, 1532-5806)

Program Budget: The proposal projected that \$0 in estimated new funds will be required to support the proposed program over the first seven years. The program is expected to generate a total of \$507,756 through tuition.

Attachment 3

Troy University
 Bachelor of Science in Business Administration in Data Analytics

General Education Requirements (45 hours, plus 2 hours electives = 47)	Hours	* If New Course
Area I: Written Composition	6	
Area II: Humanities/Fine Arts	12	
Area III: Mathematics and Natural Sciences	11	
Area IV: History/Behavioral and Social Sciences	12	
Area V: Major Required GS	4	
IS 2241 – Computer Concepts and Applications (3 hours)		
TROY 1101 – University Orientation (1 hour)		
Free Electives	2	
Business Core (37 hours total)		
ACT 2291 Principles of Accounting I	3	
ACT 2292 Principles of Accounting II	3	
LAW 2221 Legal Environment of Business	3	
MGT 3300 Principles of Management	3	
MKT 3300 Principles of Marketing	3	
QM 2241 Business Statistics and Data Analytics	3	
BUS 3310 Intermediate Excel	3	
BUS 3382 Business Communication	3	
BUS 4476 Strategic Management	3	
FIN 3331 Managerial Finance	3	
IS 3310 Introduction to Information Systems and Data Analytics	3	
QM 3345 Operations Management	3	
Data Analytics Courses (36 hours total)		
IS 3315 - Advanced Applications for Accounting	3	
IS 3346 - Database Management Systems 1	3	
IS 3350 - Business Programming	3	
ACT 3396 - Accounting Information Systems	3	
GIS 3390 - Fund. of Geo. Information & Analysis	3	
IS 4410 - Business Data Mining	3	
IS 4415 - Big Data Analytics and Visualization	3	
IS 4440 - Knowledge Management and BI	3	
QM 3342 – Introduction to Operations Research ¹	3	
MKT 4464 - Marketing Research	3	
IS 4447 - System Analysis and Design	3	
IS 4494 - Guided Research	3	
Total Credit Hours for BSBA in Data Analytics:	120	

DECISION ITEM: A- 3a

University of South Alabama, Doctor of Philosophy in Chemical and Biomolecular Engineering (CIP 14.0702)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed PhD in Chemical and Biomolecular Engineering.

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 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 beginning 2022-23 will be at least 3, based on the proposal.
2. That the annual average number of graduates for the period 2025-26 through 2027-28 (three-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, including data on graduates' employment.

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. The USA PhD in Chemical and Biomolecular Engineering is distinct from the other current degrees offered in the state as it offers a unique interdisciplinary track structure that builds on USA's strengths across a variety disciplines that incorporate biomolecular applications.
2. The program will prepare graduates for careers as chemical and environmental engineers, both of which are in-demand occupations in Alabama.
3. The program will support the growth of interdisciplinary engineering research in the Gulf Coast area, which has typically been limited.

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 proposal, dated November 19, 2020, with 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: The University of South Alabama								
PROGRAM: PhD in Chemical and Biomolecular Engineering (CIP 14.0702)								
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
STAFF	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$105,000
EQUIPMENT								
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$48,000	\$96,000	\$144,000	\$192,000	\$216,000	\$216,000	\$216,000	\$1,128,000
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$63,000	\$111,000	\$159,000	\$207,000	\$231,000	\$231,000	\$231,000	\$1,233,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
REALLOCATIONS	\$15,000	\$111,000	\$135,000	\$111,000	\$111,000	\$111,000	\$111,000	\$705,000
EXTRAMURAL	\$0	\$0	\$24,000	\$96,000	\$120,000	\$120,000	\$120,000	\$480,000
TUITION	\$16,920	\$33,840	\$50,760	\$67,680	\$76,140	\$76,140	\$76,140	\$397,620
TOTAL	\$31,920	\$144,840	\$209,760	\$274,680	\$307,140	\$307,140	\$307,140	\$1,582,620
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	6	8	9	9	9	7.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	4	6	8	9	9	9	7.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	2	3	3	3	3	4	3
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	2	3	3	2.67

Attachment 2

Summary of Background Information

Doctor of Philosophy in Chemical and Biomolecular Engineering
University of South Alabama

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

Program Description: Offered by the Department of Graduate Interdisciplinary Studies in USA's Graduate School, the proposed PhD program in Chemical and Biomolecular Engineering will produce graduates who can apply the fundamental principles of thermodynamics, mass transfer, and reaction kinetics to a variety of technical areas, such as drug discovery, industrial chemistry, biological systems, and environmental engineering. The proposed PhD in Chemical and Biomolecular Engineering will be grounded in disciplines traditionally associated with chemical engineering, and it will include interdisciplinary study across a range of related fields. The program will have topical tracks in Chemical Engineering, Environmental Toxicology, Medicinal Chemistry, and Applied Chemistry/Biochemistry that will be satisfied via the selection of program elective coursework.

Student Learning Outcomes: Learning outcomes of the PhD in Chemical and Biomolecular Engineering include the following abilities:

1. Integrate and apply advanced chemical and biomolecular analytical tools and techniques to solve problems in a specific science, technology, engineering, and/or math domain.
2. Formulate a significant research question and demonstrate the ability to carry out a research plan from inception to dissemination to answer such a question.
3. Obtain employment in chemical and biomolecular related positions in industry, academia, or government.
4. Collaborate effectively on an interdisciplinary team in a variety of laboratory settings.
5. Present research findings in professional and academic journals.

Administration: The program will be administered by the USA Graduate School, Dr. Harold Pardue, Dean; and the Department of Graduate Interdisciplinary Studies. Program coursework will be delivered through USA's College of Engineering, College of Arts and Sciences, and College of Medicine, with the Department of Chemical and Biomolecular Engineering as the anchor academic unit.

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 indicating support.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed program will be the only degree within the Academic Program Inventory offered at CIP 14.0702 (Chemical and Biomolecular Engineering). Related programs are offered at Auburn University (PhD in Chemical Engineering, CIP 14.0701) and at the University of Alabama (PhD in Chemical Engineering, CIP 14.0701). By comparison, the proposed program at CIP 14.0702 includes a broader set of content in organic chemistry, biochemistry, cellular and molecular biotechnology, and associated process and reactor design. The University of Alabama at Birmingham (UAB) also offers two related degrees: the PhD in Bioengineering and Biomedical Engineering (CIP

14.0501), which has a greater focus on biomedical applications, and the PhD in Interdisciplinary Engineering (CIP 14.9999), which has a broader remit than the proposed PhD in Chemical and Biomolecular Engineering. Outside of Alabama, the Georgia Institute of Technology and Johns Hopkins University both offer a PhD in Chemical and Biomolecular Engineering.

Relationship to Existing Programs: Core program coursework will be delivered by the Department of Chemical and Biomolecular Engineering, utilizing curriculum developed for the existing MSChE in Chemical Engineering (CIP 14.0701). In addition, coursework for the program tracks will be drawn from related master's and doctoral programs, including the MS in Environmental Toxicology (CIP 26.1006), the MS in Biology (26.0101), the PhD in Basic Medical Sciences (CIP 26.9999), the PhD in Marine Sciences (CIP 30.0101), and the PhD in Systems Engineering (CIP 14.2701).

Collaboration: The proposed PhD program will be offered entirely at USA. Its interdisciplinary curriculum depends on partnerships within the institution among the College of Engineering, Department of Chemical and Biomolecular Engineering; the College of Arts and Sciences, Departments of Chemistry, Biology, and Marine Sciences; and the College of Medicine; along with specialized research centers, including the Mitchell Cancer Institute and the South Alabama Ionic Liquids Laboratory. Core faculty from the Department of Chemical and Biomolecular Engineering have an extensive track record of collaborative research with external entities.

Accreditation: There is no specialized accreditation for doctoral programs in Chemical and Biomolecular Engineering. USA's College of Engineering, Department of Chemical and Biomolecular Engineering maintains programmatic accreditation from the Accreditation Board for Engineering and Technology (ABET) for its BSChE in Chemical Engineering.

Admissions: The program has no special admission requirements.

Mode of Delivery: Due to the interdisciplinary nature of the program, faculty will utilize both in person instruction as well as online instructional methods depending on instructor preference. Some courses may offer traditional in person lectures, lectures provided via a video conference platform, or lectures provided asynchronously. The majority of the research will be conducted on campus in USA's laboratories. In some cases, research may be conducted remotely, such as molecular simulations and computational modeling. It is estimated that approximately 10% of the total program's courses offered will be provided online.

Curriculum: One new course will be developed for the program (GIS 799: Dissertation).

Program Completion Requirements:	
Credit hours required in program core courses	9
Credit hours required in support courses	19
Credit hours in program electives	15
Credit hours in thesis/dissertation	18
Total credit hours required for completion	61

For the proposed degree program, the student will complete a minimum of 43 credit hours of coursework and 18 credit hours of dissertation research. The interdisciplinary curriculum is designed around a 9-credit-hour core in graduate-level Chemical Engineering coursework, along with a 15-credit-hour track selected from the following choices:

- Chemical Engineering Track
- Environmental Toxicology Track
- Medicinal Chemistry Track
- Applied Chemistry/Biochemistry Track

With the approval of their graduate advisors, students may select coursework to apply to their track from approved electives in related disciplines (Biology, Biomedical Engineering, Chemical Engineering,

Chemistry, Civil Engineering, Computer Information Systems, Computer Science, Electrical Engineering, Marine Sciences, Mathematics, Mechanical Engineering, Medicine, Meteorology, Microbiology/ Immunology, Pharmacology, Physics, Physiology, Statistics, and Systems Engineering). Students must also complete 19 credit hours of support coursework in research methodologies and differential equations.

Other Requirements: In addition, a doctoral student must pass a PhD doctoral examination, which is comprised of the qualifying exam and a preliminary oral examination, to be admitted to candidacy. The qualifying exam requirement is satisfied by obtaining a B or better in the core courses. The preliminary oral exam is completed at the end of the 6th semester and consists of a presentation of proposed research. A doctoral plan of study must be submitted to the USA Graduate School by the time the student completes 30 credit hours towards the doctorate. A final oral dissertation defense of the written dissertation must be approved by the student's dissertation committee.

Industry Need: The impact of the chemical industry on the State of Alabama is reflected in the more than 200 chemical companies that operate in the State and the 10,000+ jobs created. Likewise, the biotech industry is comprised of 780 bioscience companies (according to a 2018 economic impact study completed for BioAlabama), providing approximately 48,000 direct and indirect jobs. Each track of this proposed degree program emphasizes a research pathway that employs one or more core chemical engineering disciplines. This will provide graduates to fill state needs in chemical manufacturing, biotechnology and environmental engineering sectors.

The proposed PhD program is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system:

- 1) Chemical Engineers (SOC 17-2041)
- 2) Environmental Engineers (SOC 17-2080)
- 3) Bioengineers and Biomedical Engineers (SOC 17-2030)

Chemical Engineers appear on the 2021 In-Demand Occupations Lists for Regions 1 and 7, with 35 annual openings across both regions. Environmental Engineers appear on the 2021 Statewide List of In-Demand Occupations, with 65 annual openings across the State.

Student Demand: The greatest indicator of demand has been growing enrollments in the MScE in Chemical Engineering program, along with enrollments in the MS in Environmental Toxicology program. It is anticipated that 50% of the students in one of these existing master's programs will choose to continue their studies in the proposed PhD program. The program is also designed to allow non-engineers to enter with strategic undergraduate coursework from chemistry, biology, physics, and other disciplines. Faculty have already been cultivating a pipeline of undergraduate and master's students eager to continue their studies to the doctoral level.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 24

Part-time: 0

Support Faculty—

Full-time: 5

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

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

A program director will be selected from among the faculty to oversee the program, and a \$15,000 per year stipend will be provided. No new faculty will be hired, as the program will not require new content courses to be delivered.

Assistantships: In total, 6 assistantships will be available for students in the program. At least 4 of these will be funded through a combination of internal and external research grants awarded to faculty advisors. Two additional assistantships will be available to support first-year enrolled students who have not been assigned an advisor and to fill in any gaps of support between the start of one program and the next.

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

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

Library: There are sufficient library resources to support the program. USA maintains an extensive online collection of peer reviewed academic journals from publishers including the American Chemical Society, Elsevier, the Royal Society of Chemistry, Springer, Wiley, and others. In total, between the Biomedical library and the main campus Marx Library, the University has access to more than 6,000 journals from at least 4 major publishers and many smaller ones. The University Libraries also provide access to a number of bibliographic databases, including SciFinder and Web of Science among others. The University participates in an interlibrary loan program to further expand the reach of University researchers. Additionally, the Marx Library maintains a collection of more than 54,000 texts relevant to chemistry, engineering, biology, biochemistry, science and technology on campus, as well as access to many e-book collections, and is a participant in the federal document depository library program.

Program Budget: The proposal projected that \$1,233,000 in estimated new funds will be required to support the proposed program over the first seven years. A total of \$1,582,620 will be available through internal and external grant funding and tuition.

Attachment 3

University of South Alabama
 Doctor of Philosophy in Chemical and Biomolecular Engineering

Course Number and Title	Number of Credit Hours	* If New Course
A. Program Core Courses (9 Hours):	9	
CHE 510/610 Advanced Chemical Thermodynamics	3	
CHE 520/620 Advanced Transport Phenomena I	3	
CHE 525/625 Chemical Reactor Analysis	3	
B. Support Courses (19 Hours):	19	
CHE 501 Chemical Engineering Seminar	3	
CHE 592 Directed Independent Study	9	
GIS 501 Responsible Conduct of Research	1	
MA 507 Advanced Ordinary Differential Equations	3	
MA 508 Advanced Partial Differential Equations	3	
C. Program Electives (15 Hours):	15	
<p>Students will select one of the following tracks:</p> <ul style="list-style-type: none"> • Chemical Engineering • Environmental Toxicology • Medicinal Chemistry • Applied Chemistry/ Biochemistry <p>Coursework will be drawn from approved courses across the following disciplines: Biology, Biomedical Engineering, Chemical Engineering, Chemistry, Civil Engineering, Computer Information Systems, Computer Science, Electrical Engineering, Marine Sciences, Mathematics, Mechanical Engineering, Medicine, Meteorology, Microbiology/ Immunology, Pharmacology, Physics, Physiology, Statistics, and Systems Engineering.</p>		
E. Dissertation (18 Hours)	18	
GIS 799 Dissertation		*
Total Credit Hours for PhD in Chemical and Biomolecular Engineering	61	

DECISION ITEM: A- 3b

Establishment of a New Unit of Instruction: School of Marine and Environmental Sciences at the University of South Alabama

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the establishment of the School of Marine and Environmental Sciences as a new unit of instruction at the University of South Alabama (USA).

The new unit of instruction will be organized as follows:

- 1) The School of Marine and Environmental Sciences will be situated within USA's College of Arts and Sciences and will initially be comprised of the Department of Marine Sciences and select interdisciplinary programs that focus on marine, coastal, and environmental studies.
- 2) The School of Marine and Environmental Sciences will include the following degree programs:
 - a. PhD in Marine Sciences (CIP 30.0101), offered by the Department of Marine Sciences
 - b. MS in Marine Sciences (CIP 30.0101), offered by the Department of Marine Sciences
 - c. MS in Marine Conservation and Resource Management (CIP 03.0205), offered by the Department of Marine Sciences
 - d. MS in Environmental Toxicology (CIP 26.1006), currently offered by the Graduate School

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." The same section goes on to define a "new unit of instruction" to include "the establishment of a college, school, division, or institute."

By contrast, organizational 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 (Alabama Administrative Code, Chapter 300-2-1, Review of Programs and Other Units of Instruction). Likewise, establishment or changes to non-instructional units, including units of administration, research, or public service, are also considered non-substantive.

Staff recommendation for approval of the new unit of instruction is based on the following rationale:

1. USA has leveraged its proximity to the Gulf Coast to develop substantial instructional and research expertise in marine, coastal, and environmental studies, and has a demonstrated track record of interdisciplinary and inter-institutional collaboration in these fields.
2. Establishing the School of Marine and Environmental Sciences will support internal and external partnerships, advance USA's contributions to marine, coastal, and environmental studies, and further the mission of the institution.
3. USA projects that the creation of the School of Marine and Environmental Sciences will require an institutional investment of \$50,000 per year to support a faculty director and increased operational costs. This investment is justified by the increased likelihood of attracting external funding for research and by the growing importance of coastal and marine resources to Alabama's economic development.

Supporting Documentation:

1. Written unpublished documentation provided by the University of South Alabama. Available upon request.
2. Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. "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.

DECISION ITEM: A- 4

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

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) 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 9.3, 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 the program will achieve or make substantial progress toward specialized accreditation through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
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.

Shelton State Community College (SHC) 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 meets a demonstrated industry need for Medical Laboratory Technicians in Workforce Region 3 (West AlabamaWorks), as well as throughout the State.
2. This proposal includes letters of support from the following potential clinical site partners and future employers: DCH Regional Medical Center, Fayette Medical Center, Greene County Health System, Hale County Hospital, Taylorville Family Medicine, and Tuscaloosa Internal Medicine.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Shelton State Community College proposal, dated October 16, 2020, with supplementary information. 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: Shelton 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	\$91,832	\$91,832	\$152,894	\$152,894	\$172,550	\$172,550	\$172,550	\$1,007,102
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$118,000	\$0	\$0	\$0	\$0	\$0	\$0	\$118,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$2,534	\$2,451	\$2,573	\$2,702	\$2,702	\$2,702	\$2,702	\$18,366
TOTAL	\$212,366	\$94,283	\$155,467	\$155,596	\$175,252	\$175,252	\$175,252	\$1,143,468
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
INTERNAL REALLOCATIONS	\$38,766	\$20,283	\$64,017	\$55,746	\$70,302	\$70,302	\$70,302	\$389,718
EXTRAMURAL	\$140,000	\$20,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$360,000
TUITION	\$33,600	\$54,000	\$51,450	\$59,850	\$64,950	\$64,950	\$64,950	\$393,750
TOTAL	\$212,366	\$94,283	\$155,467	\$155,596	\$175,252	\$175,252	\$175,252	\$1,143,468
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	16	15	17	19	19	19	17.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	16	15	17	19	19	19	17.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	8	8	10	10	10	10	9.3
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	7	9	9	9	7.8

Attachment 2 Summary of Background Information

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

Program Description/Objectives: The proposed AAS in Medical Laboratory Technician is intended to prepare individuals, under the supervision of clinical laboratory scientists/medical technologists, to perform routine medical laboratory procedures and tests and to apply preset strategies to record and analyze data. The program will include instruction in general laboratory procedures and skills and in basic principles of hematology, medical microbiology, immunohematology, immunology, clinical chemistry, and urinalysis.

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

Mode of Delivery: All program coursework will be delivered using face-to-face instruction. Students will also complete 25 credit hours of general education courses, which may be delivered in multiple formats using face-to-face and/or distance learning instruction. Students will also be required to complete practicum components at clinical sites.

Similar Programs: The proposed AAS in Medical Laboratory Technician would share CIP 51.1004 Clinical/Medical Laboratory Technician with existing programs at Calhoun Community College, Gadsden State Community College, Jefferson State Community College, Wallace State Community College-Hanceville, and Bishop State Community College (approved September 2020). The proposed program will be the only one in Alabama's Workforce Region 3 where Medical Laboratory Technician is a high-wage, high-demand job.

Collaboration: Shelton State has no plans for collaboration at this time.

Specialized Accreditation: The proposed AAS in Medical Laboratory Technician program will seek accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which reviews and accredits qualified entry-level education programs for medical laboratory technicians. Having this accreditation will allow graduates to obtain national certification.

Professional Certification: Graduates of SHC's AAS in Medical Laboratory Technician will be prepared to obtain national certification as a Medical Laboratory Technician through the American Society for Clinical Pathology (ASCP). While certification is not required for employment in the State of Alabama, it is preferred by industry.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Industry Need: Awareness of a need for a Medical Laboratory Technician program in the Tuscaloosa area came from discussions with local healthcare facilities, Region 3 Workforce Council (West AlabamaWorks), and a review of the institution's regional workforce data. Business and industry partners in the Region 3 healthcare cluster have expressed a need for a Medical Laboratory Technician program in the region to address persistent vacancies and anticipated future vacancies. This proposal includes letters of support from the following potential clinical site partners and future employers: DCH Regional Medical Center, Fayette Medical Center, Greene County Health System, Hale County Hospital, Taylorville Family Medicine, and Tuscaloosa Internal Medicine.

The proposed program is designed to prepare graduates for employment as Clinical Laboratory Technicians (SOC 29-2010/ 29-2012), which is included on the 2021 Statewide In-Demand Occupations list with 350 projected openings per year.

Program Budget: The proposal projects that \$1,143,468 in estimated new funds will be required to support the proposed program over the first seven years, which includes costs for additional faculty salaries/benefits, equipment purchases, and specialized accreditation. With the program only expected to generate \$393,750 through tuition, it will require ongoing financial support from internal reallocations and federal grants, including Higher Education Act (Title III) and Perkins funds. The Alabama Community College System (ACCS) has approved SHC's proposed redirection of funding based on the demonstrated industry need for graduates.

Attachment 3

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

Course Number and Title	Number of Credit Hours	*If New Course
BIO 103 Principles of Biology I	4	
CHM 104 Introduction to Inorganic Chemistry	4	
ENG 101 English Composition I	3	
ENG 102 English Composition II OR Humanities Elective	3	
MTH 100 Intermediate College Algebra	3	
ORI 101 Orientation to College	2	
PSY 200 General Psychology	3	
SPH 106 Fundamentals of Oral Communication OR SPH 107 Fundamentals of Public Speaking	3	
MLT 111 Urinalysis	3	*
MLT 121 Hematology and Body Fluids	6	*
MLT 131 Laboratory Techniques	4	*
MLT 141 MLT Microbiology I	5	*
MLT 142 MLT Microbiology II	3	*
MLT 151 Clinical Chemistry	5	*
MLT 161 Integrated Laboratory Simulation	2	*
MLT 181 Clinical Immunology	2	*
MLT 191 MLT Immunohematology	5	*
MLT 293 MLT Clinical Seminar	2	*
MLT 294 Medical Laboratory Practicum Hematology and Urinalysis	2	*
MLT 295 Medical Laboratory Practicum Microbiology	2	*
MLT 296 Medical Laboratory Practicum Immunohematology	2	*
MLT 297 Medical Laboratory Practicum Chemistry and Immunology	2	*
Total Hours Required for Degree	70	

DECISION ITEM: A- 5a

University of North Alabama, Bachelor of Business Administration in Data Analytics (CIP 52.1301)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Business Administration (BBA) in Data Analytics.

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 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 beginning 2022-23 will be at least 9.2, 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, including also data on 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 BBA program in Data Analytics will replace UNA's existing BBA in Economics (CIP 52.0601), and will repurpose existing faculty and resources without need for additional expenditures.
2. The field of business data analytics is rapidly growing, and the program is designed to prepare graduates to seek employment in high-demand occupations, including management analysts, operations research analysts, and marketing analysts.
3. As a testament to student demand, multiple UNA departments have inquired about setting up a minor, certificate, or micro-credential in the Data Analytics program.
4. This proposal includes letters of support from the Shoals Chamber of Commerce and the Shoals Business Incubator. UNA has also discussed future support with The Malone Family Foundation.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of North Alabama proposal, dated December 11, 2020, with 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: University of North Alabama								
PROGRAM: BBA in Data Analytics (CIP 52.1301)								
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	\$24,000	\$38,400	\$72,000	\$96,000	\$105,600	\$110,400	\$110,400	\$556,800
TOTAL	\$24,000	\$38,400	\$72,000	\$96,000	\$105,600	\$110,400	\$110,400	\$556,800
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	8	15	20	22	23	23	18.5
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	20	22	23	23	18.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	10	10	10	10	10	9.2
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	3	5	8	9	10	10	7.5

Attachment 2

Summary of Background Information

Bachelor of Business Administration in Data Analytics
University of North Alabama

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

Program Description: The proposed BBA in Data Analytics is intended to produce graduates who can apply advanced data analytic techniques to solve problems in business and other disciplines, identify applications requiring the use of advanced data-analytic methods, and use appropriate methodologies to address the issues. The proposed program will prepare students for careers requiring data analysis and business skills. Employment opportunities exist in many industries, with job titles including operations research analyst, business analyst, business analytics analysts, business intelligence analyst, data analyst, and related job descriptions.

Student Learning Outcomes: Learning outcomes of the BBA in Data Analytics include the following:

1. Effective communication: Graduates will be able to convey information in written form and prepare and make oral presentations.
2. Problem solving: Graduates will be able to identify business and economic problems and their constraints and propose solutions.
3. Ethical awareness: Graduates will be able to identify ethical situations and dilemmas.
4. Global business: Graduates will be able to identify features of global business.
5. Graduates will be able to apply advanced data analytic techniques to solve problems in business and other disciplines, identify applications requiring the use of advanced data-analytic methods and use appropriate methodologies to address the issues.
6. Graduates will be able to demonstrate competency in the use of appropriate data-analytic technology, identify the appropriate technology for a given application and employ the technology to execute the needed application.
7. Graduates will be able to evaluate the use of appropriate data-analytic methodologies and technologies, identify misuses of data-analytic techniques in business and other disciplinary applications and recommend necessary changes to those misuses.

Administration: The program will be administered by the College of Business, Dr. Gregory Carnes, Dean; and the Department of Finance, Economics, and Data Analytics, Dr. J. Douglas Barrett, 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). Three institutions submitted responses to the proposed program, with no concerns cited.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: UNA's proposed BBA in Data Analytics would share the same CIP code with two existing programs: Auburn University's BS in Business Analytics (CIP 52.1301) and the University of Alabama's BSCBA in Operations Management (CIP 52.1301). In addition, Troy University has proposed a

similar program to be implemented in Fall 2021 (BSBA in Data Analytics, CIP 52.1301). Given the growth of business and data analytics and the demand for professionals, increasing the number of baccalaureate programs offered across the state seems justified.

Relationship to Existing Coursework: The proposed BBA in Data Analytics will replace UNA's existing BBA in Economics due to the higher demand for data-analytic skills in today's market. The Department of Economics, Finance, and Data Analytics offers an undergraduate minor in Quantitative Methods, and coursework for the minor will be incorporated into the proposed degree program. Faculty teaching in the minor are currently assigned to the to-be-closed Economics program and will shift to the Data Analytics program. UNA's College of Business also offers a BBA in Computer Information Systems (CIP 52.1201) and an undergraduate Data Science certificate (CIP 11.0101), both of which will share some coursework with the proposed program. Coursework developed for the proposed program will support other College of Business programs, and may be of interest to students outside the college majoring in Computer Science, Information Technology, Engineering Technology, and Mathematics.

Collaboration: UNA is not currently planning to collaborate with other institutions; however, they are open to it in the future.

Accreditation: There are no specialized accreditations for programs in Data Analytics. UNA's College of Business maintains accreditation through the Association to Advance Collegiate Schools of Business (AACSB), and the proposed program will meet requirements for continued accreditation.

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

Mode of Delivery: UNA will offer this course in a traditional in-person format, utilizing learning management technologies as appropriate. Once the program is active, online delivery options may be explored.

Curriculum: The proposed program will make use of coursework developed for the minor in Quantitative Methods, along with two new courses: QM 360: Introduction to Data Analytics and QM 461: Optimization and Machine Learning.

Program Completion Requirements:	
Credit hours required in program core	21
Credit hours in general education or core curriculum	62
Credit hours required in support courses	27-29
Credit hours in program electives	8-10
Credit hours in required research	N/A
Total credit hours required for completion	120

Other Requirements: A capstone project will be required in the newly developed course in Optimization and Machine Learning (QM 461). Students will be expected to find their own data source, modify or clean the data as needed, propose relevant research questions that the data may provide useful insights on, and then deploy a number of different analytical models to evaluate the data in light of the research question. In addition, students may take an independent study course as one of the free electives or an internship in the field. In the independent study course, students would be expected to complete an analytical project requiring the use of analytics models not otherwise covered.

Industry Need: Data analytics, business analytics, and data science are growing fields in Alabama and throughout the region and nation. A recent report by Burning Glass on the "New Foundational Skills for the Digital Economy" included analyzing data, managing data, and communicating data as top skills in demand within the 21st-century economy. North Alabama, specifically Huntsville and the Shoals, has become a technology hub, with increased demand for professionals with strong training in data analytics. The proposal included two letters of support from business and industry partners: The Shoals Chamber of

Commerce and the Shoals Business Incubator. Both letters noted that graduates of the program would help advance a diversified digital economy in the area.

The proposed program is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system:

- 1) Management Analysts (SOC 13-1111)
- 2) Operations Research Analysts (SOC 15-2031)
- 3) Market Research Analysts and Marketing Specialists (SOC 13-1161)

Management Analysts (SOC 13-1111) and Market Research Analysts (SOC 13-1161) appear on Alabama's 2021 Statewide List of In-Demand Occupations, with projected annual job openings of 760 and 565 statewide, respectively.

Student Demand: In the College of Business, one new course (QM-460: Techniques in Data Mining) was developed in 2016 with the intent of laying the groundwork for a full degree program. The course has seen strong enrollments since its inception, leading to the creation of an undergraduate minor in Quantitative Methods. There is significant interest from faculty in related departments and across the campus for partnering with the new program in the form of micro-credentials or undergraduate certificates that can enhance existing courses of study.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 3

Part-time: 0

Support Faculty—

Full-time: 2

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

UNA will be able to offer this new program without additional hires by redeploying existing faculty. The BBA major in Economics will be inactivated once this program is implemented, and the existing faculty members will be re-assigned to the new program.

Assistantships: No assistantships will be offered for the proposed program.

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

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

Library: The UNA libraries currently house more than 349,000 cataloged volumes, including 56,283 bound periodical volumes. Holdings also include 1,081,886 microform units (including government documents in microform) and more than 401,000 electronic books. Currently Collier Library offers access to more than 30 high-ranking business and business administration journals. The libraries provide current access to more than 32,395 periodical titles, the vast majority in electronic format. It also currently provides access to a number of research databases and journal packages that include

relevant materials. In a comparative assessment to similar programs, Collier Library possesses over 80% of high-ranking business and business administration journals that are subscribed to by other academic libraries. An additional assessment concluded that Collier Library possesses over 80% of database content in comparison to similar programs. Database subscriptions are constantly monitored concerning usage and relevance with subscriptions adjusted accordingly.

Program Budget: The proposal projected that \$0 in estimated new funds will be required to support the proposed program over the first seven years. Over the first seven years, the program is expected to generate \$556,800 through tuition.

Attachment 3

University of North Alabama
 Bachelor of Business Administration in Data Analytics

Program Core Courses (27-29 hours)	Hours	* If New Course
CIS 225: Introduction to Object-Oriented Programming	3	
CIS 366: Database Development and Management	3	
QM 295: Quantitative Methods in Business and Economics	3	
QM 360: Introduction to Data Analytics	3	*
QM 460: Techniques in Data Mining	3	
QM 461: Optimization and Machine Learning	3	*
QM 480: Regression and Time-Series Analysis	3	
Two Data Analytics Electives (upper level) choose from variety of disciplines including Mathematics, Finance, Quantitative Methods, Computer Science, Geography, Psychology, Biology, Earth Science, Political Science, Sociology. (some science and math courses are 4 hours)	6-8	
BBA Core (21 hours)		
FI 393: Financial Management	3	
MG 331: Leadership and Organizational Behavior	3	
MG 382W: Managerial Communications	3	
MG 395: Operations Management	3	
MG 491: International Business	3	
MG 498: Strategic Management	3	
MK 360: Principles of Marketing	3	
Pre-BBA Foundation (Area V) (21 hours)		
AC 291: Accounting Concepts I	3	
AC 292: Accounting Concepts II	3	
BL 240: The Legal Environment of Business	3	
CS 135: Computer Skills for Problem-Solving	3	
CIS 236: Information Systems in Organizations	3	
QM 291: Statistical Process Control	3	
QM 292: Statistical Analysis for Business	3	
General Education (Area I-IV)	41	
Electives or courses toward a minor or certificate	8-10	
Total Credit Hours for BBA in Data Analytics:	120	

DECISION ITEM: A- 5b

University of North Alabama, Master of Science in Instructional Technology and Design (CIP 13.0501)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Instructional Technology and Design.

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 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 beginning 2022-23 will be at least 8.2, 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, including also data on related employment and/or acceptance into a doctoral program.

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 MS program extends coursework from UNA's existing graduate certificate/micro-credential in Instructional Technology and Design to a full degree program, and therefore, will require few additional resources to implement.
2. The proposed program is designed to prepare graduates for employment as Instructional Coordinators and Training and Development Specialists, both of which appear on the 2021 Statewide List of In-Demand Occupations.
3. This proposal includes letters of support from potential employers recognizing industry need in the area of instructional design.

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 December 7, 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 North Alabama								
PROGRAM: Master of Science in Instructional Technology and Design (CIP 13.0501)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
FACULTY	\$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	\$9600	\$9600	\$9600	\$9600	\$9600	\$9600	\$9600	\$67,200
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$12,500	\$12,500	\$0	\$0	\$0	\$0	\$25,000
TOTAL	\$9607u0	\$22,100	\$22,100	\$9600	\$9600	\$9600	\$9600	\$92,200
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	\$21,600	\$42,000	\$63,000	\$78,000	\$87,000	\$96,000	\$102,000	\$489,600
TOTAL	\$21,600	\$42,000	\$63,000	\$78,000	\$87,000	\$96,000	\$102,000	\$489,600
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	9	11	12	13	14	10.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	3	4	5	6	6	4.3
TOTAL HEADCOUNT	Year 1 - No data reporting required	8	12	15	17	19	20	15.2
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	7	8	9	10	10	8.2
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	3	4	5	5	6	6	4.8

Attachment 2

Summary of Background Information

Master of Science in Instructional Technology and Design
University of North Alabama

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

Program Description: The primary objective of the MS in Instructional Technology and Design program is to assist students in developing foundational skills related to the instructional design process. Students will be exposed to coursework focusing on the theory behind instructional design processes and best practices. Students will learn to conduct research, apply, and evaluate technologies that assist the way organizations function in the present and future. Along with completing core program courses, students will select one of two concentrations: Instructional Design for Teaching, Learning, and Leading; or Workplace Design and Performance Improvement.

Student Learning Outcomes: Learning outcomes for the MS in Instructional Technology and Design program are for students to be able to:

1. Integrate technology to diagnose and solve performance problems.
2. Create programs designed to improve productivity by applying foundational instructional design principles.
3. Design and facilitate instruction through proficient planning, development, evaluation, and management.
4. Incorporate numerous theories, principles, models, tools, and techniques that can be applied to the systematic design of instruction.
5. Determine how people learn, how to stimulate learning, and strategies to improve education, training and job performance.
6. Evaluate learning technologies, programs, and trends.

Administration: The program will be administered by the College of Education and Human Sciences, Dr. Katie Kinney, Dean; and the Department of Teaching, Learning, and Leadership, Dr. Jeff Cornelius, 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 major objections noted.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer related programs at the same degree level:

- Alabama State University (MEd in Library Education Media, CIP 13.0501) – certification
- Auburn University (MS/ MEd in Educational Media, CIP 13.0501) – certification
- Auburn University at Montgomery (MEd in Instructional Technology, CIP 13.0501) – non-certification
- Jacksonville State University (MS in Instructional Technology, CIP 13.0501) – non-certification
- Jacksonville State University (MSEd in Instructional Technology, CIP 13.0501) -- certification

- University of Alabama (MA in Instructional Technology, CIP 13.0501) – non-certification
- University of Alabama at Birmingham (MS in Instructional Design and Development, CIP 13.0301) – non-certification
- University of South Alabama (MS in Instructional Design and Development, CIP 13.9999) – non-certification
- University of West Alabama (MEd in Learning, Design, and Technology, CIP 13.0501) – non-certification
- University of West Alabama (MEd in Library Media, CIP 13.0501) -- certification

UNA's proposed program does not lead to Alabama State Department of Education (ALSDE) Class A Library-Media Certification, and so the program is comparable to the non-certification Instructional Technology and Design pathways at AUM, JSU, UA, UAB, USA, and UWA. There is strong demand for those trained in instructional design in both education and industry settings, and therefore, adding another program may be justified.

Relationship to Existing Coursework: The proposed MS will utilize four courses in an existing Micro-credential in Instructional Technology and Design (CIP 13.0101) and extend the certificate to a full master's-level degree offering.

Collaboration: UNA does not plan to collaborate with other institutions for the implementation of this proposed degree but is open to collaborating with other institutions in the future as the program grows and evolves.

Accreditation: There is no specialized accreditation for the field of Instructional Technology and Design, though the programs may be reviewed as part of UNA's College of Education and Human Sciences accreditation through the Council for the Accreditation of Educator Preparation (CAEP).

Professional Certification/Licensure: The proposed program is not designed to lead to Alabama teacher certification.

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

Mode of Delivery: The proposed program is designed to meet the needs of working individuals and will be taught entirely online. UNA's learning management system (LMS) and other appropriate technologies will be utilized for asynchronous instruction, and UNA plans to have its online curriculum certified by Quality Matters, a quality assurance organization for online education.

Curriculum: UNA plans to develop ten new online courses for the proposed program: Principles of Adult Learning (ITD 632), Data-Driven Instructional Design and Visualization (ITD 642), Project Management for Instructional Designers (ITD 652), Advanced E-Learning Design (ITD 671), Instructional Technology and Design Leadership (ITD 672), Foundations of Workplace Performance I (ITD 681), Foundations of Workplace Performance II (ITD 682), Gamification (ITD 690), Issues and Trends in Instructional Technology and Design (ITD 691), Assistive Technologies (ITD 692), and Special Topics in Instructional Technology and Design (ITD 697).

Program Completion Requirements:	
Credit hours required in program courses	21
Credit hours required in support courses	N/A
Credit hours in required concentration	9
Credit hours in required research	N/A
Total credit hours required for completion	30

Students will select one of two concentration options. The concentration in Instructional Design for Teaching, Learning, and Leading is designed for individuals focused on the education field. The

concentration in Workplace Design and Performance Improvement is designed for individuals focused on corporate and professional training in the workplace.

Full-time students may complete the proposed MS program in five semesters, and part-time students may complete in eight semesters. Additional education or training is not required for graduates to gain entry-level employment in the occupations selected. The entire program will be grounded in the application of content learned in the online courses.

Other Requirements: Most courses will require one field-based experience to be approved by a faculty member. Many of these experiences can be completed in a current job environment, at a K-12 school or university, or with a cooperating business partner. Some examples of these experiences include, but are not limited to, the following:

1. Completing a new course development or course redesign alongside a UNA faculty member;
2. Developing an online training simulation or program addressing an identified workplace issue;
3. Creating a "Best Practices Guide" for online instructors or training specialists.

Industry Need: Graduates of the proposed MS in Instructional Technology and Design may find employment as Instructional Coordinators (SOC 25-9031) in K-12 settings or as Training and Development Specialists (13-1151) in business and industry settings. These occupations are included on the 2021 Statewide In-Demand Occupations List, with 470 combined annual openings. According to the Bureau of Labor Statistics, projected growth is good and outpacing the regional and national labor markets. Current projected growth in employer demand for this program in the region over the next eight years is 12% and this percentage is well above the regional labor market average of 8%. Included with the program proposal were two letters of support for the MS in Instructional Technology and Design from potential employers: Franklin County Schools and the Shoals Economic Development Authority.

Student Demand: An initial Qualtrics survey of students was administered to determine program demand. Respondents included 38 students classified as seniors. 58% of students reported a very high or moderately high interest in obtaining a master's degree in this program, with 30% expressing the likelihood of applying to the proposed program within the next one to two years. Additionally, enrollments in the recently launched graduate certificate/micro-credential are encouraging.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 4

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional faculty will not be needed for this proposed MS degree. Current full-time faculty at the institution have been identified that meet the requirements to teach in the program. All full-time and support faculty members have an earned doctorate in Instructional Technology and Design or a closely related field. One full-time faculty member will serve as the program coordinator for the proposed program and will receive a stipend of \$9,600 annually.

Assistantships: No assistantships will be offered for the proposed program.

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

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

Library: The libraries at UNA have sufficient materials to support the proposed MS program. They currently house more than 317,701 cataloged volumes. The libraries' holdings also include 986,409 microform units (including government documents in microform) and 556,724 electronic books. The libraries subscribe to 33,130 serial titles, including 328 in print, 25 on microform and 32,777 in electronic format (non-aggregator). Non-print collections include 10,003 audiovisual items, and 94,460 streaming videos. Other holdings include a technology lending collection, a textbook reserve collection, 3,829 maps, 8,180 photographic prints, 2,057 photographic negatives, and 33 study print sets. The libraries also provide access to 186 electronic databases, including the databases of the Alabama Virtual Library. The majority of these databases are accessible online.

Other: The program will require \$25,000 in new course development costs for years 2-3 to support alignment with standards set by Quality Matters, an organization that provides peer review and quality assurance for online education.

Program Budget: The proposal projected that \$96,200 in new funds will be required to support the proposed program over the first seven years. The program is expected to produce \$489,600 through tuition.

Attachment 3

University of North Alabama
 Master of Science in Instructional Technology and Design

Core Courses (21 hours)	Hours	* If New Course
ITD 602: Instructional Technology & Design Tools	3	
ITD 612: Instructional Design Principles	3	
ITD 622: Exemplary Course Design	3	
ITD 632: Principles of Adult Learning	3	*
ITD 642: Data-Driven Instructional Design and Visualization	3	*
ITD 652: Project Management for Instructional Designers	3	*
ITD 697: Special Topics in Instructional Technology & Design	3	
Concentration A: Instructional Design for Teaching, Learning, and Leading (9 hours - Choose 3 courses)		
ITD 671: Advanced E-Learning Design	3	*
ITD 672: Instructional Technology and Design Leadership	3	*
ITD 690: Gamification	3	*
ITD 691: Issues and Trends in Instructional Technology and Design	3	*
ITD 692: Assistive Technologies	3	*
Concentration B: Workplace Design and Performance Improvement (9 hours)		
ITD 681: Foundations of Workplace Performance I	3	*
ITD 682: Foundations of Workplace Performance II	3	*
and one of the following courses:		
ITD 690: Gamification	3	*
ITD 691: Issues and Trends in Instructional Technology and Design	3	*
ITD 692: Assistive Technologies	3	*
Total Professional Requirement Hours:	30	

Note: * indicates new course.

DECISION ITEM: A- 6a

Athens State University, Bachelor of Science in Education in Elementary Education and English for Speakers of Other Languages (ESOL) K-6 (CIP 13.1401)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Education (BSEd) in Elementary Education and English for Speakers of Other Languages (ESOL) K-6.

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 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 beginning 2022-23 will be at least 16.7, 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 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 existing BSEd in Elementary Education will continue to meet adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
4. That the program be authorized for dual certification in Elementary Education and ESOL through the Alabama State Department of Education (ALSDE).
5. 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.

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. Over the past ten years, Alabama has seen a more than 200% increase in the number of English learners enrolled in public schools. This growth has increased the demand for educators trained in English Language Learning/ESOL.
2. This proposed degree is designed for graduates to achieve ALSDE Class B Certification in both Elementary Education and ESOL.
3. The proposed program will expand coursework from ATSU's existing undergraduate minor in English Language Learning, and will draw upon existing faculty expertise.
4. The proposal includes letters of support from local education agencies (LEAs) attesting to the need for ESOL educators and expressing their interest in partnering on program placements.

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 September 21, 2020, with 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: Bachelor of Science in Education in Elementary Education and English for Speakers of Other Languages (ESOL) K-6 (CIP 13.1401)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
FACULTY	\$11,310	\$11,310	\$11,310	\$11,310	\$11,310	\$11,310	\$11,310	\$79,170
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$525	\$525	\$525	\$525	\$525	\$525	\$525	\$3,675
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$11,835	\$11,835	\$11,835	\$11,835	\$11,835	\$11,835	\$11,835	\$82,845
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	\$129,280	\$129,280	\$174,528	\$193,920	\$206,848	\$216,544	\$226,240	\$1,276,640
TOTAL	\$129,280	\$129,280	\$174,528	\$193,920	\$206,848	\$216,544	\$226,240	\$1,276,640
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	16	18	19	20	21	17.67
PART-TIME HEADCOUNT	Year 1 - No data reporting required	16	22	24	26	27	28	23.83
TOTAL HEADCOUNT	Year 1 - No data reporting required	28	38	42	45	47	49	41.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	16	16	17	17	17	17	16.67
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	2	7	9	9	10	10	7.83

Attachment 2

Summary of Background Information

Bachelor of Science in Education in Elementary Education and
English for Speakers of Other Languages (ESOL) K-6
Athens State University

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

Program Description: The BSEd in Elementary Education and English for Speakers of Other Languages (ESOL) K-6 is a dual certification degree in elementary education and ESOL education K-6. The program intends to meet the growing demand for teachers who are certified in English for Speakers of Other Languages and is designed to meet educational requirements for licensure and certification in two areas: Elementary Education and English Speakers for Other Languages (ESOL). The proposed dual certification will support and build on the existing elementary education undergraduate program and English Language Learner (ELL) minor. The resources of the existing undergraduate programs will support the proposed dual certification.

Student Learning Outcomes: Learning outcomes of the BSEd in Elementary Education and English for Speakers of Other Languages (ESOL) K-6 include the following:

1. Address the growing regional and national demand for educators that possess the skills to communicate with students whose first language is not English in the mainstream classroom.
2. Enhance professional knowledge, skills, dispositions, and language acquisition.
3. Prepare students to develop and evaluate curricula and training materials in response to student and school system needs.
4. Prepare students with advanced knowledge, skills and abilities to effectively apply learning theory and research to practice.
5. Develop students to contribute to the enhancement of teaching and training.
6. Prepare students to demonstrate sensitivity and effective interpersonal skills in working with culturally diverse populations.

Administration: The program will be administered by the College of Education, Dr. Lee Vartanian, Dean; and the Department of Professional Studies in Education, Dr. Wendy Cowan, 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). Three institutions submitted responses to the proposed program. Two questioned ATSU's plans for educator certification through ALSDE, and these concerns have been addressed in the relevant sections below.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: A baccalaureate degree in Elementary Education and ESOL K-6 does not currently exist in Alabama's program inventory. At the master's level, three institutions offer programs with content in ESOL: Troy University (MS in Second Language Instruction, CIP 13.1401); the University of Alabama (MA in English as a Second Language, CIP 13.1401); and the University of Alabama at Birmingham (MAEd in English as a Second Language, CIP 13.1401). Outside Alabama, Oral Roberts University in

Tulsa, OK offers a baccalaureate degree designed for dual certification in Elementary Education and ESOL.

Relationship to Existing Coursework: The proposed BSEd in Elementary Education and English for Speakers of Other Languages (ESOL) K-6 will support and build on the existing BSEd in Elementary Education (CIP 13.1202) and the existing minor in English Language Learning (ELL). The dual certification will not replace any existing programs and will be supported by the resources of the existing undergraduate programs.

Collaboration: ATSU has no plans for collaboration at this time.

Accreditation: ATSU's College of Education has earned specialized accreditation through the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP). The proposed program will be included in ATSU's next accreditation review.

Professional Certification/Licensure: The proposed BSEd will be reviewed for authorization by ALSDE to offer dual Class B certification in Elementary Education and English for Speakers of Other Languages. The current ALSDE standards for ESOL certification exist only for master's-level (Class A) programs, while certification in Elementary Education is available at the baccalaureate (Class B) level. ATSU's College of Education has coordinated with ALSDE to develop this dual certification as an innovative program.

The proposed program is designed to fulfill the educational requirements for certification to teach in Alabama, but graduates must pass the appropriate Praxis Subject Assessments and provide documentation of having cleared a criminal history background check.

Admissions: Students seeking a degree leading to Alabama certification must apply and be accepted into the institution's Teacher Education Program (TEP). Students must demonstrate academic competence in the required content and a Grade Point Average of 2.75 is required for admission to TEP and for graduation.

Mode of Delivery: The BSEd will be delivered in a hybrid format that includes in-person, online, and blended learning. One-third of the program will be delivered exclusively online, while the remaining two-thirds will be primarily delivered through blended and in-person formats.

Curriculum: ATSU plans to develop 4 new courses for the proposed program: Teaching English Learners in a Multicultural Society (ESOL 326), Content Area Literacy Instruction for English Learners (ESOL 327), Pedagogical Grammar and Linguistics for K-6 Educators (ESOL 328), and Internship in ESOL K-6 (ESOL 473).

Program Completion Requirements:	
Credit hours required in program core	49
Credit hours in institutional general education or core curriculum	41
Credit hours required in support courses	35
Credit hours in required or free electives	N/A
Credit hours in required research	N/A
Total credit hours required for completion	125

The curriculum will require clinical practice with field experience for select courses and an internship in both elementary education and ESOL. A total of 28 days of field experience will be required to satisfy ALSDE requirements. In addition, a candidate's internship will include 7 weeks in an elementary education setting and 7 weeks in the ESOL setting, for a total of 14 weeks. The BSEd in Elementary Education/ESOL K-6 will follow the same internship guidelines established for all other approved Class B

programs in ATSU's College of Education. Full-time students can complete this program in 5 semesters. The estimated completion time for part-time students is 9 semesters.

Industry Need: A 2020 report from the US Department of Education found that over the past ten years, Alabama's public schools saw an increased enrollment of over 200% for English learners (OELA, February 2020). This creates an additional need for educators trained in ESOL beyond the ongoing need for elementary school teachers. The proposed dual certification program in Elementary Education and ESOL is designed to help address these existing needs. The proposal included letters of support from the Madison City Schools and Athens Intermediate School (a public 4th-5th grade school), which attest to the need for additional ESOL professionals trained to support elementary students.

The program is designed to prepare graduates for employment in the following occupations:

- 1) Elementary School Teachers (SOC 25-2021)
- 2) Kindergarten Teachers (SOC 25-2012)
- 3) Adult Basic Education, Adult Secondary Education, and ESOL Instructors (SOC 25-3011)

Kindergarten Teachers and Elementary School Teachers both appear on the 2021 Statewide In-Demand Occupations List, with over 1,900 combined openings expected per year.

Student Demand: Student demand projections were based on an institutional survey distributed to candidates enrolled in the Basic Principles of English Language Learner course (required for all education majors with the exception of secondary education). 78% of teacher candidates showed interest (highly likely or possibly) in being certified in elementary education and ESOL K-6 at the undergraduate level. In addition, enrollment in the existing minor in ELL shows evidence for student demand.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 8

Part-time: 10

Support Faculty—

Full-time: 3

Part-time: 2

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

ATSU plans to hire one additional part-time faculty member to deliver the proposed curriculum.

Assistantships: No assistantships will be offered for the proposed program.

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

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

Library: ATSU has sufficient library resources to support the existing BEd in Elementary Education and undergraduate minor, as well as the proposed program. The University currently allocates a portion of the book budget to each academic program based on program level (certificate, minor, major, or graduate) and average book price for the subject matter. In this case, Elementary Education

would remain at the major level, and ELL will move from a minor to a major. This will mean a \$132 increase in the annual monograph budget of the approximate cost of 4 ELL books and another \$393 for journals to support the ESOL side of the program.

Program Budget: The proposal projected that \$82,845 in estimated new funds will be required to support the proposed program over the first seven years. The program is expected to generate a total of \$1,276,640 through tuition.

Attachment 3

Athens State University
 Bachelor of Science in Education in Elementary Education and English
 for Speakers of Other Languages (ESOL) K-6

General Education Requirements

Area	Discipline/Course	Hours
I	Written Composition	6
II	Humanities/Fine Arts (12 hours total)	
	At least one fine arts course	3
	Speech (SPH 106, 107) course	3
	At least one literature course*	3
	Other courses in humanities or fine arts	3
III	Mathematics and Natural Sciences (11 hours total)	
	Finite math or higher mathematics course	3
	Natural Sciences (lab based)	8
IV	History/Behavioral and Social Sciences (12 hours total)	
	At least one history course*	3
	Human/Child Growth and Development course or Child Psychology (PSY 210, PSY 211, or PS 332 acceptable)	3
	Other courses in history or behavioral/social science	6
	*Students must complete a 6-hour sequence in either Literature (Area II) or History (Area IV).	
	Total General Education Requirement Hours:	41

Major Prerequisite (Pre-Professional) Course Requirements (Area V)

Area	Discipline/Course	Hours
V	One Natural Science course (lab-based)	4
V	Mathematics courses (lower level math 100 or above, not to include Remedial or Technical Math)	6
V	One upper level mathematics course (which could include Precalculus Algebra or MA 311 Advanced Math for Teachers)	3
	Total Major Prerequisite Requirement Hours:	13

Professional Studies Course Requirements

Course	Hours	*New Course
UNV 300 Pathways to Success	3	
ED 301 Introduction to Teaching	1	
ED 302 Foundations of Education	3	
ED 305 Technology and Media in Education	3	
ESOL 322 Second Language Acquisition <i>*ESOL 322 Second Language Acquisition is the new course name of a former existing course ED 322 Basic Principles of ELL Language</i>	3	
SE 301 Survey of Exceptional Learners	3	
<u>EL 483 Internship in Elementary Education</u>	3-6	
<u>ESOL 473 Internship in ESOL K-6</u> <i>*ESOL 473 is a new course for internship since a course number and prefix did not exist. However, the requirements for internship in ESOL 473 is aligned with the same requirements as other intern majors.</i>	3-6	*
Total Professional Requirement Hours:	22-27	

Teaching Field Course Requirements

Course	Hours	*New Course
AR 310 Fine Arts Connection	1	
EL 321 Curriculum & Instruction: Language Arts	3	
EL 324 Curriculum & Instruction: Primary Math	3	
EL 351 Assessment Strategies for the Elementary Classroom	3	
EL 352 Curriculum & Instruction: Management Strategies	3	
EL 413 Curriculum & Instruction: Intermediate Reading	3	
EL 420 Curriculum & Instruction: Science	3	
<u>EL 423 Curriculum & Instruction: Social Studies</u>	3	
<u>EL 424 Curriculum & Instruction: Intermediate Mathematics</u>	3	
<u>EL 484 Curriculum Seminar in Elementary Education</u>	3	
ER 323 Curriculum & Instruction: Primary Reading	3	
ER 324 Literacy Strategies for the Elementary/Early Childhood Classroom	1	
ESOL 326 Teaching ELs in a Multicultural Society	3	*
ESOL 327 Content Area Literacy Instruction for English Learners	3	*
ESOL 328 Pedagogical Grammar and Linguistics for K-6 Educators	3	*
<u>ESOL 404 Methods and Materials for Teaching English Language Learners</u> <i>*ESOL 404 is not a new course and has been in place for the ELL minor. However, the course prefix has changed from ED 404 to ESOL 404 to denote specialization.</i>	3	
<u>ESOL 405 Assessment of English Language Learners</u> <i>*ESOL 405 is not a new course and has been in place for the ELL minor. However, the course prefix has changed from ED 405 to ESOL 405 to denote specialization.</i>	3	
HPE 428 Early Childhood and Elementary Physical Education Curriculum	1	
UNV 400 Career Seminar	1	
Total Teaching Field Requirement Hours:	49	

DECISION ITEM: A- 6b

Athens State University, Master of Science in Strategic Human Resource Management (CIP 52.1001)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Strategic Human Resource Management.

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 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 beginning 2022-23 will be at least 9.67, 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, including also data that shows 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 will expand ATSU's existing BS in Human Resource Management (CIP 52.1001) to the graduate level and will require very few additional resources to implement.
2. The proposed program will prepare graduates for employment in occupations included on the 2021 Statewide List of In-Demand Occupations.
3. Graduates will be prepared to sit for professional certifications offered through the Society for Human Resource Management (SHRM), as well as other professional organizations.
4. This proposal includes eight letters of support for the program from partners and potential employers in the North Alabama area.

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 December 1, 2020, with 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: MS in Strategic Human Resource Management (CIP 52.1001)								
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
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$6,862	\$6,490	\$6,490	\$6,490	\$6,490	\$6,490	\$6,490	\$45,802
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$29,483	\$29,111	\$29,111	\$29,111	\$29,111	\$29,111	\$29,111	\$204,149
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								
TUITION	\$83,394	\$83,394	\$103,734	\$103,734	\$103,734	\$113,904	\$113,904	\$705,798
TOTAL	\$83,394	\$83,394	\$103,734	\$103,734	\$103,734	\$113,904	\$113,904	\$705,798
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	9	9	9	10	10	9
PART-TIME HEADCOUNT	Year 1 - No data reporting required	10	11	12	12	13	13	12
TOTAL HEADCOUNT	Year 1 - No data reporting required	17	20	21	21	23	23	21
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	9	9	10	10	10	10	9.67
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	8	9	9	9	8.2

Attachment 2

Summary of Background Information

Master of Science in Strategic Human Resource Management
Athens State University

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

Program Description: The proposed MS in Strategic Human Resource Management (SHRM) is intended to offer a strategic focus on human capital management strategy and employee relations. It will afford students the ability to enhance their professional knowledge, skills, and professional acumen in both strategic human capital management strategies and relevant employee relations curricula grounded in the field of employment, the workplace, employment and labor relations, labor economics, labor policy, and labor markets, as well as the international dimension of each. Students will gain valuable insight into the views of labor, management, government and academics, as well as learn to be advocates and neutrals to inform business decision-making. Students will select one of three available concentrations: Diversity and Inclusion Management, Talent Development, and People Analytics.

Student Learning Outcomes: Learning outcomes of the MS in Strategic Human Resource Management are for students to be able to:

1. Address the growing demand for HR leaders who can lead complex and diverse organizations of all sizes that meet needed pipelines for critical talent at the local, regional, state, and national levels.
2. Prepare students to become valued business partners through the acquisition and application of professional knowledge in advanced human resource practices that enable the identification of key performance indicators (KPIs) within an employer's industry.
3. Prepare students for leadership roles as human resource officers in shaping the future of organizations, working in diverse organizations, creating strategic partnerships both internal and external to the organization, facilitating employee well-being, and effectively managing a global workforce for long-term organizational sustainability.
4. Increase the number of graduates who can employ and assimilate the legal and ethical frameworks that are associated with leading public and private organizations, domestically and abroad.
5. Prepare students to apply the strategic use of Human Resource Information Systems (HRIS) to optimize decision-making for organizational sustainability and competitive advantage.
6. Strengthen graduates' skills in policy development that guides and bridges strategic plans with human resource and business strategies.

Administration: The program will be administered by the College of Business, Dr. Jim Kerner, Interim Dean; and the Department of Human Resource Management, Dr. Gary Valcana, 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 institutions submitted responses indicating support for the proposed program.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are two comparable master's programs in the Academic Program Inventory. The University of Alabama in Huntsville offers an MS in Management with a focus on Human Resource Management (CIP 52.0201), and Troy University offers an MS in Human Resource Management (CIP 52.1001).

Relationship to Existing Coursework: ATSU currently offers a BS in Human Resource Management (CIP 52.1001), and the proposed program will extend offerings to the master's level. In addition, two courses are currently offered as part of the recently approved MS in Strategic Leadership and Business Analytics (CIP 52.0213).

Collaboration: ATSU does not have plans to collaborate on program delivery at this time.

Accreditation: ATSU's College of Business maintains specialized accreditation through the Accreditation Council for Business Schools and Programs (ACBSP), one of the three largest accreditors of business programs. The proposed MS in SHRM will be included with ATSU's portfolio of programs once the program reaches eligibility (two years following deployment with graduates).

Professional Certification/Licensure: Current industry standards do not require industry-recognized certifications for employment, but they are highly desirable, preferred by employers, and offer a competitive advantage in the job market. The proposed program will prepare students to sit for the Society for Human Resource Management Certified Professional (SHRM-CP) exam or the Society for Human Resource Management Senior Certified Professional (SHRM-SCP) exam, depending on the student's prior HR experience. In addition, each concentration is aligned with the following content-specific certifications:

- 1) People Analytics Concentration -- People Analytics Specialty Credential offered through the Society for Human Resource Management (SHRM)
- 2) Diversity and Inclusion Management Concentration -- Certified Diversity Professional (NDC-CDP) offered through the National Diversity Council
- 3) Talent Development Concentration -- Certified Talent Development Professional (CTDP) offered through the Association for Talent Development (ATD)

Furthermore, the National Labor Employment Relations Association (LERA) has a labor relations certification in the final stages of development, and ATSU would consider embedding the LERA credential into the employee relations portion of the curriculum as another layered credential.

Admissions: All MS in SHRM applicants must hold a bachelor's degree from an accredited institution. Students may transfer a maximum of 6 semester hours of graduate coursework into the program. All other graduate coursework must be completed at ATSU. There are no other special requirements for program entry.

Mode of Delivery: The proposed program is designed largely to meet the needs of working student professionals, and therefore, instruction will be delivered 100% online. Evolving student demands will be monitored and evaluated on an ongoing basis, and the program could grow into both a traditional and blended/hybrid delivery format in the future.

Curriculum: ATSU will develop fourteen new courses for the proposed program, several of which expand undergraduate coursework to the graduate level. Only two courses are currently offered as part of existing programs.

Program Completion Requirements:	
Credit hours required in program core	21
Credit hours in program concentration	9
Credit hours in thesis/dissertation	N/A
Total credit hours required for completion	30

In addition to the program core, students must complete 9 credit hours of coursework in one of three concentration areas: People Analytics, Diversity and Inclusion Management, or Talent Development. Each option is designed to align with a marketable industry credential. Full-time students can potentially complete the program in 3-4 semesters.

Other Requirements: The proposed MS will incorporate micro-internships and project-based experiential learning both within the program and related to the respective concentration of the student's choice. These will be facilitated through a capstone course required for all students.

Industry Need: The proposed program is intended to prepare graduate students for managerial opportunities in the growing employment field of human resources (HR), where significant job market demand exists. Specifically, graduates will be prepared for employment in the following occupations as defined in the Standard Occupational Classification (SOC) system:

- 1) Human Resources Managers (SOC 11-3121)
- 2) Human Resources Specialists (SOC 13-1071)
- 3) Compliance Officers/Equal Opportunity Representatives and Officers (SOC 13-1041.03)

All three occupations appear on the 2021 Statewide List of In-Demand Occupations, with a total of over 800 combined openings per year.

This proposal includes eight letters of support for the program from potential employers and partners, attesting to the industry need for HR professionals. Specifically, letters were included from the Labor Employment Relations Association (LERA), Kontoor Brands, PZI Consulting, National Packaging Company, YKTA (Tier 1 Mazda-Toyota Supplier), HR Professionals Magazine, and Horizon Point Consulting.

Student Demand: Over the past 5 years, ATSU has awarded 134 BS degrees in Human Resource Management (HRM). In an internal Athens State University SHRM Student survey, 77% of ATSU's BS in HRM students indicated they would be interested in pursuing an MS in Strategic Human Resource Management if offered by the university. External employer surveys were also conducted to discern and validate regional needs for this proposed program.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 7

Part-time: 3

Support Faculty—

Full-time: 2

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

ATSU plans to hire two additional part-time faculty to support the proposed program.

Assistantships: No assistantships will be offered for the proposed program.

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

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

Library: Library holdings currently support the BS in Human Resource Management degree program. The necessary additional library resources needed to support a master's-level program in the same discipline are nominal, with an increase of \$620 for additional books in Year 1, and an additional \$248 for books in Year 2 and in subsequent years. Recommended but optional journal subscriptions would add up to \$6,242 if purchased to further support the new degree.

Program Budget: The proposal projected that \$204,149 in estimated new funds will be required to support the proposed program over the first seven years. The program is expected to generate \$705,798 through tuition.

Attachment 3

Athens State University
 Master of Science in Strategic Human Resource Management

Course Number and Title	Number of Credit Hours	* If New Course
Core Curriculum (21 hours – required)		
HRM501 Strategic HRM and Building Competitive HCM Advantage	3	*
HRM520 Employee & Labor Relations	3	*
HRM580 Workforce Planning & Staffing	3	*
HRM610 Total Rewards: Competitive Compensation & Benefits	3	*
HRM632 Business Continuity & Risk Management	3	*
HRM685 HR & Legal Framework of the Employment Landscape	3	*
HRM710 Human Capital Strategy & Performance Management (Capstone)	3	*
Concentration (9 hours) Students will select one from the following three options.		
Diversity & Inclusion Management Concentration		
HRM560 Diversity & Inclusion and the Professional Consultant	3	*
HRM638 Inclusive Workplaces & Future Trends in Diversity Management	3	*
HRM694 Diversity & Inclusion Strategy and Deployment	3	*
Talent Development Concentration		
HRM572 Design of Talent Development Capabilities	3	*
HRM641 Talent Development Return-on-Investment	3	*
HRM665 Talent Development Strategy & Deployment	3	*
People Analytics Concentration		
BUS525 Foundations of Business Analytics	3	
BUS601 HR Analytics Portfolio	3	*
BUS675 Business Analytics Practicum	3	
Total Credit Hours for MS in Strategic Human Resource Management	30	

DECISION ITEM: A- 6c

Athens State University, Bachelor of Science in Nursing
(CIP 51.3801)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Nursing (BSN) in Nursing.

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 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 beginning 2022-23 will be at least 37, 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 the program will achieve or make significant progress toward programmatic accreditation by the Commission on Collegiate Nursing Education (CCNE) and meet any post-licensure nursing education requirements specified by the Alabama Board of Nursing (ABN).
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.

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. ATSU's current offering of undergraduate courses in healthcare management and leadership means that only four new courses need to be created to align with requirements for BSN curricula as established by the Commission on Collegiate Nursing Education.
2. There are ten BSN programs in the Academic Program Inventory under CIP 51.3801, including two RN to BSN programs in the North Alabama area. However, given the demand for such programs and the presence of out-of-state and for-profit entities in the marketplace, additional programs may be justified.
3. ATSU's proposal includes letters of support from the following entities: Alabama Suicide Prevention and Resources Coalition, Wallace State Community College (Hanceville), Athens High School, Erlanger Behavioral Health, and Woodland Terrace Care and Rehab. The letters attest to the need for additional BSN programs and the alignment of ATSU's curriculum with standards for specialized accreditation.

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 December 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: Athens State University								
PROGRAM: Bachelor of Science in Nursing (BSN) in Nursing (CIP 51.3801)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
FACULTY	\$116,985	\$116,985	\$116,985	\$116,985	\$116,985	\$116,985	\$116,985	\$818,895
STAFF								
EQUIPMENT								
FACILITIES								
LIBRARY	\$3,650	\$3,150	\$3,150	\$3,150	\$3,150	\$3,150	\$3,150	\$22,550
ASSISTANTSHIPS								
OTHER		\$14,027	\$2,777	\$2,777	\$2,777	\$2,777	\$2,777	\$27,912
TOTAL	\$120,635	\$134,162	\$122,912	\$122,912	\$122,912	\$122,912	\$122,912	\$869,357
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	\$170,496	\$287,712	\$369,408	\$419,136	\$451,104	\$472,416	\$497,280	\$2,667,552
TOTAL	\$170,496	\$287,712	\$369,408	\$419,136	\$451,104	\$472,416	\$497,280	\$2,667,552
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	24	31	35	38	40	42	35.00
PART-TIME HEADCOUNT	Year 1 - No data reporting required	33	42	48	51	53	56	47.17
TOTAL HEADCOUNT	Year 1 - No data reporting required	57	73	83	89	93	98	82.17
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	35	35	36	37	39	40	37.10
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	4	11	15	16	18	19	13.87

Attachment 2

Summary of Background Information

Bachelor of Science in Nursing (BSN) in Nursing
Athens State University

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

Program Description: The proposed BSN is intended for registered nurses (RNs) who have successfully completed an accredited diploma or Associate Degree in Nursing (ADN) program and are already licensed to practice as an RN in their home state. The program is designed to prepare knowledgeable professionals whose care reflects evidence-based and ethical practice in the nursing profession. In addition to baccalaureate-level nursing content, the program will include content in healthcare management and leadership designed to support RNs in advancing their careers in nursing.

Student Learning Outcomes: Learning outcomes for the BSN include the following:

1. Provide quality care that promotes patient safety.
2. Employ the elements of evidence-based practice, including evaluating evidence and integrating best practices into patient care.
3. Integrate ethics and ethical practice into all aspects of nursing care.
4. Demonstrate an understanding of healthcare policy, finance, and regulatory environments, including policy development, disparities in healthcare, and social factors that affect healthcare.
5. Use interprofessional communication, collaboration, and relationship-building skills to improve patient health outcomes.
6. Implement health promotion and disease prevention strategies for individuals and populations.
7. Apply nursing, organizational, and systems leadership concepts across health care settings.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Stephen Spencer, Dean; and the Department of Behavioral Sciences, Dr. Susan Owen, Chair. ATSU plans to hire an additional faculty member who will serve as director for this program.

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). Four institutions submitted responses to the proposed program. Two respondents questioned ATSU's plans for program administration and clinical placements, and these concerns are addressed in the relevant sections below.

Public Review: The program was posted on the Commission website from January 12, 2021 to February 2, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are ten BSN programs in the Academic Program Inventory under CIP 51.3801 offered at the following institutions: Auburn University, Auburn University at Montgomery, Jacksonville State University, Troy University, University of North Alabama, University of West Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, and the University of Alabama. Within the North Alabama service area, both UNA and UAH offer accelerated RN to BSN programs that may be completed online. However, given the demand for such programs and the presence of out-of-state and for-profit entities in the marketplace, additional programs may be justified.

Relationship to Existing Coursework: ATSU currently offers a BS in Health Care Management (CIP 51.0701) and a BS in Health Science (CIP 51.9999) with a concentration in Health Care Administration. The proposed program will draw upon existing offerings in these programs. The Health Care Management and Health Science coursework will be taught by existing faculty in both the College of Arts and Sciences and College of Business.

Collaboration: ATSU is open to future collaboration with other institutions.

Admissions: All admitted students must have completed an Associate Degree in Nursing program and hold a current license to practice as an RN in Alabama or another state.

Mode of Delivery: The proposed program is designed to meet the needs of both working and traditional students and will be delivered in multiple formats using face-to-face instruction (synchronous) and online distance learning technology (asynchronous). It will be possible for students to complete the entire degree through the distance learning format, with the exception of Practical Experiences (PEs) that provide opportunities to apply and evaluate knowledge and skills in real-world settings. PEs are integrated throughout program courses.

Curriculum: The proposed program will require four new courses: Health Care Informatics (NUR 370), Community Health Management (NUR 410), Leadership in Practice (NUR 440), and Nursing Capstone (NUR 460). ATSU engaged an external subject-matter expert to assist with the development of curriculum to align with standards for baccalaureate nursing education set by the American Association of Colleges of Nursing (AACN). The consultant, who has an active Certified Nurse Practitioner license, as well as 22 years of experience as a nurse educator, assisted with the needs assessment during the planning phase and led the curriculum development. The consultant continues to be involved in the implementation planning for the program.

Program Completion Requirements:	
Credit hours required in program courses	34
Credit hours in general education or core curriculum	90
Credit hours required in support courses	0
Credit hours in general electives	0
Credit hours in required research	0
Total credit hours required for completion	124

Full-time students will be able to complete the program in 3-4 semesters, while the length of time needed for part-time students will vary.

Practice Experiences: AACN standards specify that baccalaureate-level nursing programs must provide opportunities for immersive Practice Experiences (PEs), but there is flexibility around the number of practice hours and their integration within the curriculum. ATSU's program has been designed to include PEs in three of its required courses: Community Health Management (NUR 410), Leadership in Practice (NUR 440), and Nursing Capstone (NUR 460). PEs will include activities that support health and/or provide care; allow students to interact with a variety of providers and/or with patients (individuals, families, groups, communities, or populations); and provide the opportunity for students to complete written reflections that demonstrate how the experience has better prepared the student for BSN-level nursing practice. All PEs must have identified student learning outcomes and will be approved, overseen, and evaluated by program faculty. In terms of securing partners to provide appropriate clinical settings and experiences, ATSU anticipates that most of the students in this program will seek to partner with their current employers. In addition, ATSU intends to expand existing partnerships with health care providers, as evidenced in the letters of support.

Accreditation: The proposed curriculum for the BSN program is configured to meet recommendations by the Commission on Collegiate Nursing Education (CCNE), which are based upon AACN curricular and practice standards for baccalaureate nursing education. ATSU intends to seek CCNE accreditation when

eligible. The Alabama Board of Nursing (ABN) regulates nursing education within the State, and ATSU intends to coordinate with ABN concerning any requirements for post-licensure nursing education programs.

Professional Licensure: Students in the proposed program will already be licensed as RNs in Alabama or another state.

Industry Need: This program will further the education and career opportunities for existing nurses in support of state and national initiatives to increase the proportion of RNs who have baccalaureate degrees. The proportion of RNs with a BSN in Alabama increased from 43.3% to 50.1% from 2010 to 2018. Increasing opportunities for access to BSN programs, especially for students living in Athens State's primary service area, including Limestone and Morgan Counties, will help Alabama keep pace with state and national goals.

In addition, ATSU's proposal includes letters of support from the following entities: Alabama Suicide Prevention and Resources Coalition, Wallace State Community College (Hanceville), Athens High School, Erlanger Behavioral Health, and Woodland Terrace Care and Rehab. The letters attest to the need for additional BSN programs and the alignment of ATSU's curriculum with standards for specialized accreditation

Student Demand: The ongoing demand for RN to BSN programs can be seen in the number of programs offered in the Academic Program Inventory and by the presence of out-of-state and for-profit providers in the marketplace. Furthermore, several of the support letters and one of the other institutional respondents noted that student demand currently outstrips the available BSN slots. In keeping with ATSU's mission, the proposed program is designed to serve part-time working professionals, as well as full-time students.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 1

Part-time: 1

Support Faculty—

Full-time: 1

Part-time: 2

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 1

ATSU plans to hire a new full-time faculty member to direct the RN to BSN program and teach the new NUR coursework. The faculty member will be responsible for coordinating internships, clinical experiences, and research projects. In keeping with CCNE standards, the new faculty member will be required to hold a minimum of an MS in Nursing Education or MSN in Nursing, with a preference for an individual holding a Certified Nurse Educator designation and a minimum of 5 years of teaching experience. Additional preferences include a PhD, DNSc, or a DNS degree and teaching experience.

Health Care Management and Health Science coursework will be taught by existing full and part-time faculty in both the College of Arts and Sciences and College of Business.

Assistantships: No assistantships will be offered for the proposed program.

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

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

Library: The ATSU Kares Library collections currently support programs at the undergraduate level in Health Care Administration and Health Care Management. There is some overlap between these and the proposed program. However, up-to-date monographs and additional journal subscriptions in nursing management and clinical aspects of nursing are recommended. A total of \$22,550 will be required over seven years to augment the collections to support the BSN.

Other: The program will require \$14,027 to go through the initial CCNE accreditation process, and subsequent membership costs will be \$2,777 per year. This entails a total cost of \$27,912 over seven years.

Program Budget: Over the first seven years, the program will require estimated new funds of \$869,357 to support the new faculty hire, accreditation costs, and the expansion of library holdings. The program is expected to generate a total of \$2,667,552 through tuition.

Attachment 3

Athens State University
 Bachelor of Science in Nursing

General Education Requirements taken as part of Associate Degree Program	Hours	* If New Course
English Composition I	3	
Humanities (Ethics preferred)	3	
Biological Science Courses with Labs (Human A&P I & II, Microbiology)	12	
Intermediate College Algebra	3	
Speech or Oral Communication	3	
Psychology (Human Growth & Development)	3	
Associate Degree Nursing Courses	36	
TOTAL TRANSFER FROM COMMUNITY COLLEGE	63	
General Education Requirements & Pre-Professional Courses taken at ATSU	27	
EH 301 Advanced Composition	3	
Humanities & Fine Arts (to include 1 Literature course)	6	
MA 301 Precalculus Algebra	3	
History/Behavioral and Social Sciences (to include 1 History course)	6	
Economics	3	
ITE 301 Problem Solving with Computers	3	
PS 341 Statistics	3	
Professional Courses	34	
UNV 300 Student Success Seminar	3	
HCM 340 Introduction to Health Care Systems	3	
HCM 345 Management of Health Care Organizations	3	
HS 355 Health Policy	3	
HCM 356 Legal & Ethical Issues in Health Care Management	3	
HS 380 Essentials of Health Care Finance	3	
HS 481 Health Care Quality Assurance, Risk Management & Utilization Review	3	
NUR 370 Healthcare Informatics	3	*
NUR 410 Community Health Management	3	*
NUR 440 Leadership in Practice	3	*
NUR 460 Nursing Capstone	3	*
UNV 400 Career Seminar	1	
Total Credit Hours for BSN in Nursing:	124	

DECISION ITEM: A- 7a

Request to Amend Post-Implementation Conditions:
University of North Alabama, Bachelor of Arts/Bachelor of
Science in Earth Systems Sustainability (CIP 30.3301)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the University of North Alabama's (UNA's) request to amend post-implementation conditions, as follows:

- 1) That an additional three-year review period (2021-2022, 2022-23, and 2023-24) for the program be granted.
- 2) That the program will produce an average number of graduates at or above the state required minimum of 7.5.
- 3) That the program will enroll enough new students to sustain the average number of graduates at or above the minimum viability standard.
- 4) That the institution will submit, no later than September 1, 2024, a second post-implementation report, demonstrating that the program has met these post-implementation conditions for the specified period.

Background:

UNA's BA/BS in Earth Systems Sustainability was approved by the Commission in June 2015 and implemented as proposed in August 2015. The program's revised five-year post-implementation report was filed with the Commission on November 11, 2020. The program did not meet the post-implementation conditions for new enrollments or graduates.

UNA has requested an extension of three years to produce an average number of graduates at or above the state required minimum of 7.5. UNA's post-implementation report noted that changes in program leadership after implementation negatively impacted program growth, and the report included a revised implementation plan. During the three-year extension period, UNA plans to expand program delivery to include online components, expand communications and recruitment efforts, and strengthen community-based and employer-based partnerships. With these enhancements, UNA is confident that the program will meet its revised post-implementation conditions.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report for the University of North Alabama received November 11, 2020. 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

**University of North Alabama
 Bachelor of Arts/Bachelor of Science in Earth Systems Sustainability (CIP 30.3301)**

Approved by Commission: June 2015

Proposed Implementation Date: August 2015

Actual Implementation Date: August 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2015-16 through 2019-2020 (five-year average) 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 7.5, based on the state minimum requirement.
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 Arts/ Bachelor of Science in Earth Systems Sustainability (CIP 30.3301)	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	4.75	2.5	75%
	Not met	Not met	Info only

Condition 1: The program did not meet the condition for average new enrollments.

Condition 2: The program did not meet the state minimum graduate requirement of 7.5.

Condition 3: Employment or continuing education condition was met, though this condition is now for information only.

Condition 4: The assessment condition was met.

DECISION ITEM: A- 7b

Request to Amend Post-Implementation Conditions:
University of North Alabama, Master of Arts in Public History
(CIP 54.0105)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the University of North Alabama's (UNA's) request to amend post-implementation conditions, as follows:

- 1) That an additional two-year review period (2021-2022 and 2022-23) for the program be granted.
- 2) That the program will produce an average number of graduates at or above the state required minimum of 3.75.
- 3) That the program continue to enroll enough new students to sustain the average number of graduates at or above the minimum viability standard.
- 4) That the institution will submit, no later than September 1, 2024, a second post-implementation report, demonstrating that the program has met these post-implementation conditions for the specified period.

Background:

UNA's MA in Public History was approved by the Commission in June 2015 and was implemented as proposed in August 2015. The program's five-year post-implementation report was filed with the Commission on November 9, 2020. The program met the post-implementation condition for new enrollments, but fell short of the required minimum number of graduates, with an average of 3 graduates per year (3.75 is required for master's programs).

UNA has requested an extension of two years to produce an average number of graduates at or above the state required minimum of 3.75. Based on program performance in the first five years, UNA's Department of History has developed a plan for revising the curriculum, extending experiential learning partnerships with public history centers across the North Alabama region, and enhancing recruitment. With these changes, UNA is confident that the program will meet the post-implementation conditions within two years.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report for the University of North Alabama, received November 11, 2020. 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
University of North Alabama
Master of Arts in Public History (CIP 54.0105)

Approved by Commission: June 12, 2015

Proposed Implementation Date: August 2015

Actual Implementation Date: August 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2015-16 through 2019-2020 (five-year average) will be at least 5, 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 3.75, based on the state minimum requirement.
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.

MA in Public History (CIP 54.0105)	Average New Enrollment Headcount 2015-16 through 2019-20	Average Number of Graduates, 2016-17 through 2019-20	Percentage of Graduates Employed in The Field
Required	5 (3.75 with the 25% reduction)	3.75	75%
Reported	4.3	3.0	75%
	Met	Not met	Info only

Condition 1: The program met the condition for average new enrollments, with the allowable 25% reduction.

Condition 2: The program did not meet the state minimum graduate requirement of 3.75.

Condition 3: Employment or continuing education condition was met, though this condition is now for information only.

Condition 4: The assessment condition was met.

INFORMATION ITEM: B- 1

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:

Auburn University

- Graduate Certificate: Supply Chain Planning (CIP 52.0203)
- Graduate Certificate: Supply Chain Operations (CIP 52.0203)

University of South Alabama

- Undergraduate Certificate: Teaching of English as a Foreign Language/ Teaching of English as a Second Language (TEFL/TESL) (CIP 13.1401)

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

AUBURN UNIVERSITY (AU)

Graduate Certificate: Supply Chain Planning (CIP 52.0203, Level 6)

Offered by the Harbert College of Business, the Graduate Certificate in Supply Chain Planning is designed to provide advanced and specialized education for executives and professionals working in or planning to transition to the supply chain field, specifically around sourcing, designing, planning, and managing modern supply chains. The curriculum places emphasis on concepts of strategic planning, informed decision-making and supply management trade-offs. Students are required to take four courses, totaling 12 credit hours: Supply Chain Planning, Project Management, Quantitative Decision Making, and Operational Excellence.

Graduate Certificate: Supply Chain Operations (CIP 52.0203, Level 6)

Offered by the Harbert College of Business, the Graduate Certificate in Supply Chain Operations is designed to provide advanced and specialized education for executives and professionals working in or planning to transition to the supply chain field, specifically around managing supply chain operations and information technology. The curriculum places emphasis on the concepts of operational planning, inventory control and process management through technology. Students are required to take four courses, totaling 12 credit hours: Inventory and Warehouse Management, Quality and Process Improvement, Integrating Business Processes with Enterprise Resource Planning (ERP), and Operational Excellence.

UNIVERSITY OF SOUTH ALABAMA (USA)

Undergraduate Certificate: Teaching of English as a Foreign Language/ Teaching of English as a Second Language (TEFL/TESL) (CIP 13.1401, Level 1)

The Undergraduate Certificate in Teaching of English as a Foreign Language (TEFL)/ Teaching of English as a Second Language (TESL) will be offered jointly by the College of Education and Professional Studies and the College of Arts and Sciences. The purpose of the certificate is to provide a credential to individuals who plan to teach English as a Foreign Language (EFL) in international settings or to teach domestically in adult/intensive English programs. English teaching overseas is in high demand and this career requires a certificate, at a minimum. Coursework combines ESOL pedagogy with Applied Linguistics and modern language training. Students must complete the following five courses for a minimum of 17 credit hours: Cross-Cultural Understanding, Methods and Materials for ESOL, Introduction to Applied Linguistics, Applied Linguistics, one course in modern languages, and a practicum or internship.

INFORMATION ITEM: B- 2 Implementation of New Short Certificate Programs (Less than 30 Semester Hours)

Staff Presenter: Ms. Kristan White
 Academic Program Analyst

Staff Recommendation: For information only.

Background: The Alabama Community College System (ACCS) 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.

<u>Gadsden State Community College</u>	<u>CIP Code</u>
Electronic Engineering Technology w/ emp in Mechatronics Advanced Automation	15.0303

<u>Ingram State Technical College</u>	<u>CIP Code</u>
Marine Maintenance/Fitter and Ship Repair Technology/Technician	47.0616

<u>Lurleen B. Wallace Community College</u>	<u>CIP Code</u>
Automotive Mechanics: Automotive Technician	47.0604
Diesel and Heavy Equipment: Diesel Technician	47.0605

<u>Northeast Alabama Community College</u>	<u>CIP Code</u>
Building Construction w/emp in Heating and Cooling	46.0415
Building Construction w/emp in Carpentry	46.0415
Building Construction w/emp in Electrical	46.0415
Building Construction w/emp in Construction Fundamentals	46.0415
Building Construction w/emp in Plumbing	46.0415
Building Construction w/emp in Masonry	46.0415
Building Construction w/emp in Concrete	46.0415
Building Construction w/emp in Drywall	46.0415
Building Construction w/emp in Construction Equipment	46.0415

Building Construction w/emp in Roofing	46.0415
Building Construction w/emp in Acoustic Ceiling/Insulation	46.0415
Building Construction w/emp in Stone and Tile	46.0415
Building Construction w/emp in Exterior Finishes	46.0415
Building Construction w/emp in Building Maintenance	46.0415

Southern Union State Community College CIP Code

Wellness and Personal Trainer w/emp in Kinesiology/Exercise Science	31.0507
Wellness and Personal Trainer w/emp in Physical Education/Coaching	31.0507
Wellness and Personal Trainer w/emp in Wellness and Personal Trainer	31.0507

Trenholm State Community College CIP Code

Air Conditioning and Refrigeration w/emp in Advanced A/C and Refrigeration Concentration	15.0501
Electrical Technology w/emp in Instrumentation	15.0613
Electrical Technology w/emp in Entry Level Technician	15.0613
Industrial Systems and Automation w/emp in Mechanical Technician	15.0613
Industrial Systems and Automation w/emp in Instrumentation Technician	15.0613
Precision Machining Technology w/emp in CNC	15.0613
Precision Machining Technology w/emp in Engine Lathe	15.0613
Precision Machining Technology w/emp in Milling	15.0613
Robotics/Mechatronics w/emp in Industrial Automation	15.0613
Culinary Arts w/emp in Introductory Restaurant Staff	12.0503
Culinary Arts w/emp in Introductory Kitchen Staff	12.0503

Welding Technology w/emp in Construction SMAW Plate Welding	48.0508
Welding Technology w/emp in Manufacturing Welding	48.0508
Welding Technology w/emp in Pipe Welding	48.0508

Wallace State Community College (Selma) CIP Code

Computer Information Systems w/emp in Programming	11.0101
Computer Information Systems w/emp in App Development with Swift	11.0101
Computer Information Systems w/emp in Computer Network Support	11.0101
Computer Information Systems w/emp in Web Developer	11.0101
Computer Information Systems w/emp in Software Specialist	11.0101
Electrical Technology w/emp in Electrical Technology I	46.0302
Electrical Technology w/emp in Electrical Technology II	46.0302
Electrical Technology w/emp in Electrical Technology Basic	46.0302
General Education	24.0102
Masonry w/emp in Masonry Building Trades	46.0101
Welding w/emp in Structural Welding	48.0508
Welding w/emp in Pipe Welding	48.0508

INFORMATION ITEM: B- 3

Changes to the Academic Program Inventory

Staff Presenter:

Ms. Kristan White
Academic Program 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 the 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	19.0799	Human Development and Family Studies, BS Human Development and Family Science, BS
Auburn University	19.0799	Human Development and Family Studies, MS Human Development and Family Science, MS
Auburn University	19.0799	Human Development and Family Studies, PhD Human Development and Family Science, PhD
University of Alabama	09.0401 09.0499	Journalism, MA Journalism and Media Studies, MA
University of Alabama	31.0505	Kinesiology, BSEd Kinesiology, BS
University of Alabama	52.0601 45.0603	Economics, MA Quantitative Economics, MA
University of Alabama	52.0601 45.0603	Economics, PhD Quantitative Economics, PhD
University of Alabama	52.0201	Business Administration, BSCBA Management, BS
University of Alabama	52.0301	Accounting, BSCBA Accounting, BS
University of Alabama	52.0801	Banking and Finance, BSCBA Finance, BS
University of Alabama	52.0801	Banking and Finance, MS Finance, MS
University of Alabama	52.0801	Banking and Finance, PhD Finance, PhD
University of Alabama	52.1201	Management Information Systems, BSCBA Management Information Systems, BS
University of Alabama	52.1301	Operations Management, BSCBA Operations Management, BS

University of Alabama	52.1401	Marketing, BSCBA Marketing, BS
University of Alabama at Birmingham	51.0905	Nuclear Medicine Technology, MS Nuclear Medicine and Molecular Imaging Sciences, MS

Two-Year Institutions

None

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.

Four-Year Institutions

University of Alabama	13.1202	Doctor of Education in Elementary Education
University of Alabama	13.1205	Doctor of Education in Secondary Education
University of Alabama	13.1202	Doctor of Philosophy in Elementary Education
University of Alabama	13.1205	Doctor of Philosophy in Secondary Education
University of Alabama	51.0913	Bachelor of Science in Athletic Training

Two-Year Institutions

Trenholm State Community College	47.0105	Associate of Applied Science in Industrial Electronics
Trenholm State Community College	51.0806	Associate of Applied Science in Physical Therapy Assistant

C. Programs Placed on Inactive Status

None

INFORMATION ITEM: B- 4

Extensions/Alterations to Existing Programs of Instruction

Staff Presenter:

Ms. Kristan White
Academic Program 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 Concentration in Drama and Theatre Arts General Studies to the Existing BA in Drama and Theatre Arts (CIP 50.0501)
2. Addition of a Concentration in Musical Theatre to the Existing BA in Drama and Theatre Arts (CIP 50.0501)
3. Addition of a Concentration in Theatre Design and Technology to the Existing BA in Drama and Theatre Arts (CIP 50.0501)

Troy University

1. Addition of a Concentration in Video Game Design to the Existing MS in Computer Science (CIP 11.0101)
2. Addition of a Concentration in Clinical Rehabilitation to the Existing MS in Counseling (CIP 42.2803)
3. Addition of a Concentration in Public and Community Rehabilitation to the Existing MS in Counseling (CIP 42.2803)
4. Addition of a Concentration in Rehabilitation and Deaf/Hard-of-Hearing Services to the Existing MS in Counseling (CIP 42.2803)
5. Addition of a Concentration in Counseling Military Populations to the Existing MS in Counseling (CIP 42.2803)
6. Addition of a Concentration in Addictions Counseling to the Existing MS in Counseling (CIP 42.2803)
7. Addition of a Concentration in Political Science to the Existing MS in Social Science (CIP 45.0101)
8. Addition of a Concentration in Criminology to the Existing MS in Social Science (CIP 45.0101)

University of Alabama

1. Addition of a Global Business Management Concentration to the Existing MA in Management (CIP 52.0201)
2. Addition of a Strategic Innovation, Entrepreneurship and Growth Concentration to the Existing MA in Management (CIP 52.0201)
3. Addition of a Human Resources Analytics Concentration to the Existing MA in Management (CIP 52.0201)

4. Addition of a Concentration in Biological Engineering to the Existing BSChE in Chemical Engineering (CIP 14.0701)

University of Alabama in Huntsville

1. Addition of a Concentration in Psychological Services to the Existing BA in Psychology (CIP 42.0101)

Alabama Community College System

Jefferson State Community College

1. Addition of an Option in Entrepreneurship to the Existing AAS and STC in Business Management (CIP 52.0204)

Northeast Alabama Community College

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

Trenholm State Community College

1. Addition of an Option in Maintenance Technician to the Existing AAS in Automotive/ Advanced Manufacturing (CIP 15.0613)
2. Addition of an Option in Hospitality Management to the Existing AAS in Culinary Arts (CIP 12.0503)

Wallace State Community College (Hanceville)

1. Addition of an Option in Advanced Engineering Technology to the Existing AAS in Engineering Technology (CIP 15.0000)

INFORMATION ITEM: B- 5

Jacksonville State University, New Exempt Off-Campus Site:
Longleaf Building, Jacksonville, AL

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

For information only.

Background:

Jacksonville State University (JSU) plans to offer coursework at the following new off-campus site beginning Spring 2021:

Jacksonville State University (JSU) – Longleaf Building,
Jacksonville, AL.

An official with JSU 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.

In this proposed off-campus site at the Longleaf Building facility, the Drama Department at JSU will offer film courses for the recently approved BA in Film (CIP 50.0602), which was implemented in Fall 2020. JSU recently purchased an 18,000 square-foot warehouse near campus that houses Longleaf Studios. The building includes classrooms, a screening room and soundstage, and the largest green screen in the state. Students will have opportunities to be involved with Longleaf Studios, the JSU-owned film studio that is currently making documentaries for Alabama Public Television. Longleaf Studios also provides an on-campus film internship site.

The proposed off-campus site is exempt from Commission review because the site is located within JSU’s defined service area.

Supporting Documentation:

1. Proposal for New Off-Campus Site at the Longleaf Building, Jacksonville, 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: Jacksonville State University

Administrator Responsible for Site

Name & Title: Mr. Tim Garner, Chief Marketing and Communications Officer

Telephone: 256-782-8220

Fax:

E-Mail: tgarner@jsu.edu

Contact Person at Site If Other Than Administrator Above

Name & Title: Mr. Randal Blades, Dept. Head, Drama

Telephone: 256-782-5447

Fax: 256-782-5447

E-Mail: rblades@jsu.edu

Location of Proposed Site

Facility: Longleaf Building

Street Address: 1 O'Connell Avenue SW

City: Jacksonville

County: Calhoun

When will you begin offering instruction at this site?

12-Jan-21

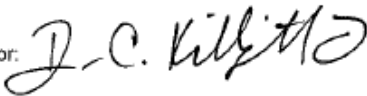
Type of Site	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	
Exempt from Review by Commission Policy	
Courses delivered 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.	
University site located within Commission recognized off-campus service area.	X

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: 12-21-2020

INFORMATION ITEM: B-6

Summary of Post-Implementation Reports

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

For information only.

Background:

Programs that met post-implementation conditions:

- Athens State University, Global Logistics and Supply Chain Management (CIP 52.0203)
- Auburn University, Bachelor of Music (CIP 50.0901)

Programs that did not meet post-implementation conditions:

- University of North Alabama, Bachelor of Arts/ Bachelor of Science in Earth Systems Sustainability (CIP 30.3301) – Requesting Extension
- University of North Alabama, Master of Arts in Public History (CIP 54.0105) – Requesting Extension

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

**Athens State University
 Master of Science in Global Logistics and Supply Chain Management (CIP 52.0203)
 MET POST-IMPLEMENTATION CONDITIONS**

Approved by Commission: December 5, 2014

Proposed Implementation Date: August 2015

Actual Implementation Date: January 2016

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 13, 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 5.0, based on the state minimum requirement.
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 Global Logistics & Supply Chain Management (CIP 52.0203)	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	13	5	75%
Reported	39.2	22	57% (excluding respondents who identified as 'retired' this figure is actually 80%)
	Exceeded	Exceeded	Info only

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education condition was met, though this condition is now for information only.

Condition 4: Assessment condition met.

Auburn University
Bachelor of Music (CIP 50.0901)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 14, 2012

Proposed Implementation Date: January 2013

Actual Implementation Date: January 2013

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 6, based on the proposal.
2. That the annual average number of graduates for the academic years 2016–2017 through 2017–18 (two-year average) will be at least 8, based on projections as approved by the Commission. A two-year extension was granted and requires that the annual average number of graduates for the academic years 2018–2019 through 2019–2020 (two-year average) will be at least 8, based on projections as approved by the Commission.
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 Music (CIP 50.0901)	Average New Enrollment Headcount 2015-16 through 2019-20	Average Number of Graduates between 2018-19 and 2019-20	Percentage of Graduates Employed in The Field
Required	6	8	75%
Reported	12.2	10	83%
	Met	Met	Info only

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education condition was met, though this condition is now for information only.

Condition 4: Assessment condition met.

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

**University of North Alabama
 Bachelor of Arts/Bachelor of Science in Earth Systems Sustainability (CIP 30.3301)
 DID NOT MEET ALL CONDITIONS – Extension requested**

Approved by Commission: June 2015

Proposed Implementation Date: August 2015

Actual Implementation Date: August 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2015-16 through 2019-2020 (five-year average) 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 7.5, based on the state minimum requirement.
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 Arts/ Bachelor of Science in Earth Systems Sustainability (CIP 30.3301)	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	4.75	2.5	75%
	Not met	Not met	Info only

Condition 1: The program did not meet the condition for average new enrollments.

Condition 2: The program did not meet the state minimum graduate requirement of 7.5.

Condition 3: Employment or continuing education condition was met, though this condition is now for information only.

Condition 4: The assessment condition was met.

University of North Alabama
Master of Arts in Public History (CIP 54.0105)
DID NOT MEET ALL CONDITIONS – Extension requested

Approved by Commission: June 12, 2015

Proposed Implementation Date: August 2015

Actual Implementation Date: August 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2015-16 through 2019-2020 (five-year average) will be at least 5, 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 3.75, based on the state minimum requirement.
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.

MA in Public History (CIP 54.0105)	Average New Enrollment Headcount 2015-16 through 2019-20	Average Number of Graduates, 2016-17 through 2019-20	Percentage of Graduates Employed in The Field
Required	5 (3.75 with the 25% reduction)	3.75	75%
Reported	4.3	3.0	75%
	Met	Not met	Info only

Condition 1: The program met the condition for average new enrollments, with the allowable 25% reduction.

Condition 2: The program did not meet the state minimum graduate requirement of 3.75.

Condition 3: Employment or continuing education condition was met, though this condition is now for information only.

Condition 4: The assessment condition was met.