

Alabama Commission on Higher Education

RSA Union Building,
100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
Fax: 334-242-2269
Website: www.ache.edu

COMMISSION MEETING

VIA

VIDEO/TELECONFERENCE

Zoom Meeting

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

Passcode: 139242

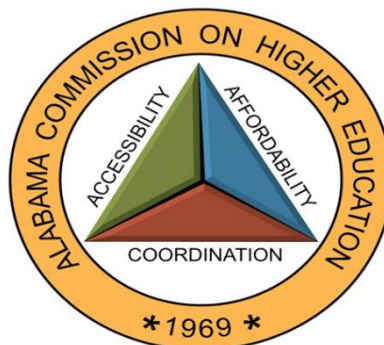
Dial in numbers:

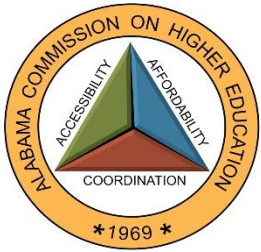
USA+ 1-312-626-6799

1-346-248-7799

1-646-558-8656

June 11, 2021
10:00 a.m.





AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

Commission Meeting via Video/Teleconference

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

Passcode: 139242

June 11, 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 March 12, 2021 1**
- V. Chairman’s Report**
Commissioner Charles Buntin
 - Appoint Nominating Committee
- VI. Executive Director’s Report**
Dr. Jim Purcell
 - Recognition of Retiring Staff and Introduction to New Staff Members
 - State Higher Education Finance (SHEF) 2020
- VII. Discussion Items**
 - Legislative Update
Staff Presenter: Mrs. Margaret Gunter
- VIII. Decision Items**
 - A. Preliminary Approval of Amendments to the Administrative Procedures for the Alabama Math and Science Teacher Education Program – Loan Repayment Program5**
Staff Presenter: Mr. Tim Vick
 - B. Preliminary Approval of Amendments to the Administrative Procedures for the Alabama Student Grant Program22**
Staff Presenter: Mr. Tim Vick
 - C. Preliminary Approval of Amendments to the Administrative Procedures for the Police Officers and Firefighters Survivors Educational Assistance Program32**
Staff Presenter: Mr. Tim Vick
 - D. Approval of an Amendment to the Administrative Policies for the Alabama Teacher Recruitment Incentive Program41**
Staff Presenter: Mr. Tim Vick
 - E. Academic Programs**
 - 1. Athens State University**
 - Bachelor of Science in Homeland and Corporate Security (CIP 43.0301)48
 - Staff Presenter: Dr. Robin McGill*

2. Jacksonville State University	
a. Master of Science in Education in Mathematics Education Leadership: Mathematics Specialist (K-5) (CIP 13.1399)	57
<i>Staff Presenter: Dr. Robin McGill</i>	
b. Bachelor of Science in Education in Computer Science Educator (6-12) (CIP 13.1321).....	65
<i>Staff Presenter: Dr. Robin McGill</i>	
c. Bachelor of Science in Education in Middle-Level General Science (4-8) (CIP 13.1316).....	74
<i>Staff Presenter: Dr. Robin McGill</i>	
d. Bachelor of Science in Education in Middle-Level Mathematics (4-8) (CIP 13.1311).....	83
<i>Staff Presenter: Dr. Robin McGill</i>	
e. Bachelor of Science in Education in Middle-Level General Social Studies (4-8) (CIP 13.1318).....	92
<i>Staff Presenter: Dr. Robin McGill</i>	
f. Bachelor of Science in Education in Middle-Level English Language Arts (4-8) (CIP 13.1305).....	101
<i>Staff Presenter: Dr. Robin McGill</i>	
3. University of Alabama	
Bachelor of Science in Manufacturing Systems Engineering (CIP 14.3601).....	110
4. University of Alabama in Huntsville	
a. Doctor of Philosophy in Chemistry (CIP 40.0599)	120
<i>Staff Presenter: Dr. Robin McGill</i>	
b. Bachelor of Science in Engineering Technology (CIP 15.0000).....	130
<i>Staff Presenter: Dr. Robin McGill</i>	
c. Master of Science in Atmospheric and Earth Science (CIP 40.9999) – Substantive Extension/Alteration	138
<i>Staff Presenter: Dr. Robin McGill</i>	
5. University of West Alabama	
Master of Science in Sport Management (CIP 31.0504)	141
<i>Staff Presenter: Dr. Robin McGill</i>	
6. Drake State Community and Technical College	
Certificate in Patient Care Technician (CIP 51.3902).....	149
<i>Staff Presenter: Ms. Kristan White</i>	
7. Enterprise State Community College	
Associate of Applied Science in Digital Arts (CIP 50.0102).....	154
<i>Staff Presenter: Ms. Kristan White</i>	
8. Northeast Alabama Community College	
Associate of Applied Science and Certificate in Building Construction Technology (CIP 46.0415).....	159
<i>Staff Presenter: Ms. Kristan White</i>	
9. Southern Union State Community College	
Associate of Applied Science and Certificate in Aviation Maintenance Technology (CIP 47.0607).....	171
<i>Staff Presenter: Ms. Kristan White</i>	

10. Wallace State Community College-Selma	
Certificate in Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) (CIP 47.0201).....	179
<i>Staff Presenter: Ms. Kristan White</i>	
11. Request to Amend Post-Implementation Conditions:	
a. Alabama State University: Master of Arts in History (CIP 54.0101)	184
<i>Staff Presenter: Dr. Robin McGill</i>	
b. University of North Alabama: Bachelor of Science in Geographic Information Science (CIP 45.0702)	186
<i>Staff Presenter: Dr. Robin McGill</i>	
12. Troy University	
Consolidated Program Inventory	188
<i>Staff Presenter: Dr. Robin McGill</i>	

F. Information Items

1. Implementation of Distance Education Programs	195
<i>Staff Presenter: Ms. Kristan White</i>	
2. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)	196
<i>Staff Presenter: Ms. Kristan White</i>	
3. Changes to the Academic Program Inventory	197
<i>Staff Presenter: Ms. Kristan White</i>	
4. Non-Substantive Extensions/Alterations to Existing Programs of Instruction	200
<i>Staff Presenter: Ms. Kristan White</i>	
5. University of South Alabama, New Exempt Off-Campus Site: Theodore High School, Theodore, AL	203
<i>Staff Presenter: Ms. Kristan White</i>	
6. Updates to Units of Instruction, Research, Public Service, and Administration	206
<i>Staff Presenter: Ms. Kristan White</i>	
7. Implementation of Non-Degree Programs at Senior Institutions	209
<i>Staff Presenter: Ms. Kristan White</i>	
8. Summary of Post-Implementation Reports.....	214
<i>Staff Presenter: Ms. Kristan White</i>	
a. Programs that met post-implementation conditions:	
• Snead State Community College, Associate of Applied Science in Industrial Technician (Industrial Systems Technology) (CIP 47.0303)	215
• University of Alabama in Huntsville, Master of Arts in Teaching (CIP 13.1205)	216
• University of North Alabama, Bachelor of Arts in Spanish (CIP 16.0905).....	217

b. Programs that **did not meet post-implementation conditions:**

- Alabama State University, Master of Arts in History (CIP 54.0101) – Extension Requested.....218
- University of North Alabama, Bachelor of Science in Geographic Information Science (GIS) (CIP 45.0702) – Modification Requested.....219

F. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING March 12, 2021

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, March 12, 2021 during a virtual meeting. Commissioner Buntin called the meeting to order at 10:00 a.m. Commissioner Price 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, Ann Sirmon, Larry Turner, Norman Crow, Miranda Bouldin-Frost, Stan Nelson, Paul Kennedy and Rod Scott.

Commission Members absent: Timothy Gyan.

III. Approval of Agenda

RESOLVED: Commissioner Bouldin-Frost moved to adopt the published agenda for the March 12, 2021 meeting. Commissioner Nelson seconded. The agenda was approved.

IV. Consideration of Minutes of December 11, 2020.

MOVED: Commissioner Bouldin-Frost moved for approval of the December 11, 2020 minutes. Commissioner Nelson seconded. Motion carried.

V. Chairman's Report

Commissioner Buntin welcomed everyone to the virtual meeting. He thanked Susan Cagle for her years of service at ACHE. She recently retired after 34 years of service. Dr. Purcell read a certificate of appreciation that will be presented to Ms. Cagle.

RESOLVED: Commissioner Bouldin-Frost called for a vote to approve the certificate of appreciation. Commissioner Nelson seconded. Motion carried.

VI. Executive Director's Report

Dr. Purcell reported on the following:

- Welcome New Staff Member
- College Affordability
- The Future of Work

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

VII. Discussion Items

- The Pandemic's Dual Threat for Vulnerable Workers
Ms. Megan Crowe, Senior Research and Policy Analyst with the Southern Education Foundation presented a power point presentation on a publication that was released from SREB, which was "The Pandemic's Dual Threat for Vulnerable Workers". A copy of the Powerpoint presentation can be found on the ACHE website at www.ache.edu.

- Credential Registry, Competency Frameworks, and In-demand occupations
Dr. Robin McGill presented a report on the “Credential Registry, Competency Frameworks, and In-demand occupations”. A copy of the PowerPoint presentation can be found on the ACHE website at www.ache.edu.
- Legislative Agenda
Mrs. Margaret Gunter reported on the ACHE Legislative agenda.
A copy of the PowerPoint presentation can be found on the ACHE website at www.ache.edu.

VII. Decision Items

A. Academic Programs

1. Auburn University

a. Master of Science in Applied Behavior Analysis (CIP 42.2814)

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 Nelson seconded. Motion carried.

b. Master of Development Practice in Development Practice (CIP 30.2001)

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 Nelson seconded. Motion carried.

c. Master of Science in Supply Chain Management (CIP 52.0203)

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 Nelson seconded. Motion carried.

2. Troy University

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

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 Nelson seconded. Motion carried.

3. University of South Alabama

a. Doctor of Philosophy in Chemical and Biomolecular Engineering (CIP 14.0702)

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 Nelson seconded. Motion carried.

b. Establishment of a New Unit of Instruction: School of Marine and Environmental Sciences

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 Nelson seconded. Motion carried.

4. **Shelton State Community College**

Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004)

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 Price seconded. Motion carried.

5. **University of North Alabama**

a. Bachelor of Business Administration in Data Analytics (CIP 52.1301)

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 Nelson seconded. Motion carried.

b. Master of Science in Instructional Technology and Design (CIP 13.0501)

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 Nelson seconded. Motion carried.

6. **Athens State University**

a. Bachelor of Science in Education in Elementary Education and English for Speakers of Other Languages (ESOL) K-6 (CIP 13.1202)

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 Nelson seconded. Motion carried.

b. Master of Science in Strategic Human Resource Management (CIP 52.1001)

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 Nelson seconded. Motion carried.

c. Bachelor of Science in Nursing (CIP 51.3801)

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 Nelson seconded. Motion carried.

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

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation to amend the post-implementation conditions. Commissioner Nelson seconded. Motion carried.

- b. University of North Alabama, Master of Arts in Public History (CIP 54.0105)

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

RESOLVED: Commissioner Bouldin-Frost moved to accept the recommendation to amend the post-implementation conditions. Commissioner Nelson seconded. Motion carried.

F. Information Items

RESOLVED: Commissioner Bouldin-Frost moved that the Commission accept Information Items 1 through 6. Commissioner Nelson seconded. Motion carried.

1. Implementation of Non-Degree Programs at Senior Institutions
2. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
3. Changes to the Academic Program Inventory
4. Extensions/Alterations to Existing Programs of Instruction
5. Jacksonville State University, New Exempt Off-Campus Site: Longleaf Building, Jacksonville, AL
6. Summary of Post-Implementation Reports

F. Adjournment

The meeting was adjourned at 11:17 a.m. The next meeting of the Commission is scheduled for, June 11, 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

Preliminary Approval of Amendments to the Administrative Procedures for the Alabama Math and Science Teacher Education Program – Loan Repayment Program

Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission preliminarily approve the proposed amendments to Chapter 300-4-12 of the administrative procedures related to the Alabama Math and Science Teacher Education Program (AMSTEP).

Background:

During the 2021 Legislative Session, Alabama Act 2021-389 was passed. This Act made several modifications to the AMSTEP program. Changes were aimed at broadening the eligibility requirements for participants by:

- Reducing an applicant's math, science or computer science teaching load from having to be full-time to 3/4ths of courses taught;
- Including middle-level school teachers;
- Including individuals teaching in Alabama, but residing in other states;
- Including teachers who graduated from a regionally accredited college or university in another state who are certified to teach math, science or computer science in another state, once they are certified to teach in Alabama. These individuals may or may not reside in Alabama;
- Allowing individuals issued the Alabama Bachelor's Level Professional Educator Certificate in math, science or computer science to participate in the program upon completion of alternative certification program (Class B) as outlined in the Code of Alabama, 1975, Section 16-23-3;
- Allowing teachers in a school which has been designated as a "failing" school to qualify for supplemental funds that currently are only available to teachers who are employed in the "acute" shortage systems;
- Clarifying that teachers in charter schools are eligible, but not for the supplement aimed at acute shortage eligibility.

Also, Sections 300-4-12-.01 through .06 are being repealed. The AMSTEP Scholarship Program is no longer operational, so procedures related to that program are no longer necessary.

Additions are underlined, deletions are struck through.

Code of Alabama, 1975, Title 16-5-53(a) authorizes the Alabama Commission on Higher Education to adopt any rules necessary for the administration of AMSTEP - Loan Repayment Program.

Supporting Documentation:

1. Proposed amendments to Chapter 300-4-12 of the Alabama Administrative Code (attached).

**ALABAMA MATH AND SCIENCE TEACHER EDUCATION PROGRAM
(AMSTEP)**

300-4-12-.01 Organization. REPEALED

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

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

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §§16-5-10(10), et seq. Alabama Act 2017-335.

History: New Rule: Filed December 12, 2017; effective January 26, 2018.

300-4-12-.02 Definition Of Terms. REPEALED

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

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

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

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

(a) be an Alabama resident;

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

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

(d) be one of the following:

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

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

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

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

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

(g) sign a statement that they intend to:

1. finish the program in which they are enrolled,

2. meet all testing requirements,

3. apply for an Alabama Educational Certificate.

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §§16-5-10(10), et seq. Alabama Act 2017-335.

History: New Rule: Filed December 12, 2017; effective January 26, 2018.

300-4-12-.03 Disbursement Of Funds. REPEALED

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

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

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

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

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

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

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

(5) Once each institution's overall percentage of the total awards has been determined, each institution will receive its designated percentage of the funds available for each quarter. In FY 2017-18, the first increment will be available on January 1, 2018. In subsequent fiscal years, these increments will be available on October 1, January 1, April 1 and July 1 of any given fiscal year.

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

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

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 11, 2021

- (8) Participating institutions must:
- (a) sign a Program Participation Agreement (PPA) withACHE each fiscal year;
 - (b) identify recipients based on ACHE establishedstudent eligibility criteria;
 - (c) certify to ACHE that recipients meet all theeligibility requirements;
 - (d) submit vouchers to ACHE at the end of each quarter of the fiscal year for payment. ACHE will not disburse checks tostudents;
 - (e) meet the following reporting requirements (Data will be reported to ACHE. Failure to meet all reporting requirements will jeopardize an institutions eligibility to participate in the program):
 - 1. percent of recipients that graduate,
 - 2. percent of recipients who pass the PRAXIS mathand/or science test, depending on their field(s) of study,
 - 3. the number of recipients that are teaching inAlabama public schools.
 - 4. the number of recipients that are teaching indesignated high demand areas.
- (9) If a student whose eligibility for a grant has been certified by an approved institution becomes ineligible fora grant before the expiration of the institutional tuition refundperiod, the grant funds, the student's remaining award balance must be given to another eligible student.

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §§16-5-10(10), et seq. Alabama Act 2017-335.

History: New Rule: Filed December 12, 2017; effective January 26, 2018

300-4-12-.04 Maintenance Of Records. REPEALED

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

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

(3) The records for any award period shall be retained for a period of five (5) years following the date of submission of the institutional award list, unless a longer retention period is necessitated because of program review or audit resolution problems. In the event an approved institution closes or otherwise ceases operation and fails to matriculate students, institutional program records of the approved institution shall be forwarded to ACHE for retention.

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

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

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

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §§16-5-10(10), et seq. Alabama Act 2017-335.

History: New Rule: Filed December 12, 2017; effective January 26, 2018.

300-4-12-.05. Appeals REPEALED

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

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §§16-5-10(10), et seq. Alabama Act 2017-335.

History: New Rule: Filed December 12, 2017; effective January 26, 2018.

300-4-12-.06 Reporting. REPEALED

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

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

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §§16-5-10(10), et seq. Alabama Act 2017-335.

History: New Rule: Filed December 12, 2017; effective January 26, 2018.

300-4-12-.07 Organization For Loan Repayment Program.

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

Commission on Higher Education.

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

(3) ACHE shall submit an annual report to the Governor and to the Chairs of the Senate Committee on Finance and Taxation-Education and the House Ways and Means Education Committee and the Deputy Director of the Legislative Services Agency - Fiscal Division within 30 days after September 30th of any given year including updates on all aspects of the program.

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, ~~§§16-5-10(10), et seq.~~ §16-5-53(a).

History: New Rule: Filed December 12, 2017; effective January 26, 2018.

300-4-12-.08 Purpose Of Loan Repayment Program.

(1) To encourage individuals to enroll in and complete programs leading to Alabama certification in mathematics, or science or computer science.

(2) To improve the educational system in Alabama by encouraging those who complete the program to accept math, or science or computer science teaching positions in Alabama public schools, preferably in public school systems, including charter schools, where the shortage of math, science or computer science teachers, or ~~both~~ any combination of the three, is most acute, or in a school which has been designated as a failing school, by the State Board of Education or the Legislature.

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §16-5-53(a).

History: New Rule: Filed September 19, 2018; effective November 3, 2018. **Amended:** Published December 31, 2019; effective February 14, 2020.

300-4-12-.09 Definitions For Loan Repayment Program.

(1) APPROVED INSTITUTION. A state-supported institution of higher education or a private nonprofit institution of higher education that satisfies all of

the following:

(a) Is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

(b) Is approved by the Alabama State Board of Education (ALSBE) to prepare teachers of middle level or secondary math, ~~or~~ science or computer science, ~~or all three.~~

(c) Is eligible to receive Title IV federal studentaid program funds.

(d) Maintains its primary headquarters in Alabama.

(2) CHARTER SCHOOL. A form of public school. A teacher employed by a charter school accredited by the Southern Association of Colleges and Schools is eligible to participate in the program. A teacher employed by a charter school is not eligible for the acute shortage area supplement provided in this article.

(3) ~~(2)~~ COMMISSION. The Alabama Commission on Higher Education.

(4) ~~(3)~~ ELIGIBLE APPLICANT. A person who satisfies the criteria set out in this act and is found to be eligible by rules adopted by the Alabama Commission on Higher Education.

(5) ~~(4)~~ PROGRAM. The Alabama Math and Science Teacher Education Program ~~created by this act and~~ administered by the commission ~~that~~ provides loan repayments to a teacher with a valid Alabama professional educator certificate endorsed in math, ~~or~~ science or computer science, who teaches math, ~~or~~ science or computer science courses for which the teacher is properly certified for three-fourths of the full-time teaching load in the Alabama public school system.

(6) ~~(5)~~ SCIENCE. Biology, chemistry, physics, and general science. ~~The ALSBE approved general science certificate includes all sciences with the exception of computer science.~~

(7) ~~(6)~~ YEAR. A school year that shall be divided into fall and spring semesters. The term does not

mean calendar, fiscal, or scholastic year.

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §16-5-53(a).

History: New Rule: Filed September 19, 2018; Effective November 3, 2018. **Amended:** Published December 31, 2019; effective February 14, 2020.

300-4-12-.10 Rule Making Authority For Loan Repayment Program.

(1) The Alabama Math and Science Teacher Education Program shall be administered by the commission, which may adopt any rules necessary for the administration of the program.

Author: Tim Vick

Statutory Authority: Alabama Act 2018-504

History: New Rule: Filed September 19, 2018; effective November 3, 2018.

300-4-12-.11 Eligible Applicants And Award Amounts For Loan Repayment Program.

(1) Base Program: To be eligible for the base loan repayment program for math and science teachers of two thousand five hundred dollars (\$2,500) per semester worked or \$5,000 per year, for a maximum of four consecutive years, or to be eligible for the base loan repayment program for computer science teachers of one thousand five hundred dollars (\$1,500) per semester worked or \$3,000 per year, for a maximum of four consecutive years an applicant shall satisfy all of the following:

(a) Be a graduate of an ALSBE approved program in math or science or computer science beginning with the Spring term of 2018, at the baccalaureate or master's level, from an approved institution leading to an initial middle level or secondary professional educator certificate endorsed in math or science or computer science that was issued based upon completion of the approved program in math or science or computer science. A teacher who only earns a passing score on the Praxis test in math or science or computer science to add a certificate endorsement for math or science or computer science, and who has not completed an entire approved program, does not satisfy this requirement.

(b) Holds a valid Alabama professional educator

certificate endorsed in middle level or secondary math or science or computer science, or ~~all three~~ any combination of the three.

(c) Is teaching math or science or computer science full-time in an Alabama public school district or at an Alabama Public Charter School Commission approved charter school.

(d) Is a citizen or a lawful permanent resident of the United States.

(e) ~~Has been~~ Is a resident of Alabama ~~for at least 12 months before the application deadline~~ and provides documentation proving a permanent connection to the State of Alabama. The commission shall accept any one of the following as proof of residency:

1. A current valid Alabama driver's license.
2. A current valid Alabama vehicle registration.
3. A current valid Alabama voter registration card.

(f) Has outstanding federal student loans, subsidized or unsubsidized.

(g) Teaches a schedule in which at least three-fourths of the full-time teaching load is comprised of math, science or computer science in an Alabama public school system.

(h) Satisfies additional continuing eligibility criteria established by the Commission. A recipient who receives a loan repayment award and continues to satisfy employment criteria shall continue to receive an award for the four-year limit regardless of whether the employing school system retains its acute shortage designation or the employing school is removed from the failing school list. If a recipient leaves an acute shortage system or a failing school, and accepts employment in a school system or school that does not hold an acute shortage system or failing school designation, the recipient shall no longer qualify to receive supplemental funds.

(i) Beginning in the fall semester of 2021, the benefits outlined above shall apply to the following eligible individuals, pending authorization to teach in Alabama and subsequent employment in an Alabama public school:

1. An individual who graduated beginning with the Spring term of 2018 forward from a regionally accredited college or university in Alabama or in another state who is certified to teach math, science, or computer science in another state, and who may or may not reside within Alabama.

2. An individual who resides in another state and is a graduate of a State Board of Education approved program in math, science, or computer science, at the baccalaureate or master's level, after the 2021 spring semester term, from an approved Alabama institution and who holds an initial middle-level or secondary professional educator certificate endorsed in math, science, or computer science that was issued based upon completion of the approved program in math, science, or computer science. A teacher who only earns a passing score on the Praxis test in math, science, or computer science to add a certificate endorsement for math, science, or computer science and who has not completed an entire approved program, does not satisfy this requirement.

3. The individuals shall also satisfy all of the following criteria:

(i) Hold a valid Alabama professional educator certificate endorsed in middle-level or secondary math, science, or computer science, or any combination of the three.

(ii) Teach a schedule in which at least three-fourths of the full-time teaching load is comprised of math, science, or computer science courses for which the teacher is properly certified in an Alabama public school system.

(iii) Be citizens or lawful permanent residents of the United States.

(iv) Have outstanding federal student loans, subsidized or unsubsidized.

(v) Satisfy additional continuing eligibility criteria established by the commission. A recipient who receives a loan repayment award and continues to satisfy employment criteria shall continue to receive an award for the four-year limit regardless of whether the employing school system retains its acute shortage designation or the employing school is removed from the failing school list. If a recipient leaves an acute shortage system or a failing school, and accepts employment in a school system or school that does not hold an acute shortage system or failing school designation, the recipient shall no longer qualify to receive supplemental funds.

(j) Beginning after the 2021 spring semester, an individual issued an Alabama bachelor's level professional educator certificate in math, science, or computer science upon completion of an alternative certification program pursuant to the Code of Alabama, Section 16-23-3, may be eligible for the program if he or she satisfies all employment and teaching load requirements outlined above. The individual may only be reimbursed for tuition and mandatory instructional fees for not more than 12 semester credit hours of the college courses required for earning an alternative certificate in order to obtain a professional educator certificate in math, science, or computer science. The individual shall provide the State Department of Education and the commission with documentation concerning the cost incurred for the course work. These funds are considered income by the Internal Revenue Service, and recipients shall be made aware of that fact.

(2) Supplemental Program: In order to receive a an additional supplement pursuant to this act, in addition to all of the criteria listed above, a recipient shall also teach math or science, or ~~both~~ computer science or any combination of the three, in a ~~geographic area~~ public school system within the state with an acute teacher shortage in math or science, or computer science or any combination of the three, for which the teacher is properly certified ~~both~~ as identified by the Commission in consultation with the State Department of Education or in a school which has been identified as a failing school, or any other term adopted to identify an underperforming school, by the State Board of Education or the Legislature. The supplement is an additional two thousand five hundred dollars (\$2,500) per year, or one thousand two hundred fifty dollars (\$1,250) per semester worked, for a maximum of four consecutive years for math and science teachers. Computer Science teachers will not be eligible to receive the acute shortage area supplement, until such time as the Alabama Commission on Higher Education and the State Department of

Education concur that there is sufficient need or resources, or both, available to allow its inclusion.

(a) ~~Geographic areas~~ Public school systems and schools with acute shortages in math or science or both will be identified by the Commission in consultation with the State Department of Education.

(b) The Commission will approve the ~~geographic areas~~ public school systems and schools in which teachers will be eligible for the supplement.

(c) The list of eligible ~~geographic areas~~ public school systems and schools will be published on the Commission's website.

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §16-5-53(a).

History: New Rule: Filed September 19, 2018; effective November 3, 2018. **Amended:** Published December 31, 2019; effective February 14, 2020.

300-4-12-.12 Application Procedures For Loan Repayment Program.

(1) Information concerning the Loan Repayment Program shall be:

(a) Sent to the Alabama State Department of Education for distribution to the local school districts;

(b) Sent to the Alabama Education Association for distribution to its members;

(c) Sent to the Schools/Colleges of Education at all Alabama State Board of Education approved institutions;

(d) Posted on the ACHE website.

(2) Applications shall be made to the Commission on Higher Education. Applications shall be posted on the Commission's website.

(3) Applications must be received by ACHE by August 1 of each year.

(4) Loan repayment award recipients must reapply for the program annually.

(5) In addition to the application, each applicant must submit the following:

(a) Documentation that they are a graduate of ~~an approved~~ qualifying institution offering ALSBE approved certification programs in math or science or computer science. Submitted one time.

(b) Documentation that they hold a valid Alabama professional educator certificate endorsed in middle level or secondary math or science or computer science, or a combination of any or all three. Submitted one time and then again when renewed.

(c) Documentation from the employing school district or at an Alabama Public Charter School Commission approved charter school that they taught the previous semester. This maybe a letter from either their superintendent's office or their supervising principal. Submitted prior to each requested payment.

(d) Documentation that they hold a federal student loan. Documentation must include the amount owed. If the award amount is larger than the outstanding loan balance, the award amount shall be reduced to the amount of the loan balance. Submitted prior to each requested payment.

Author: Tim Vick

Statutory Authority: Code of Ala. 1975, §16-5-53(a).

History: New Rule: Filed September 19, 2018; effective November 3, 2018. **Amended:** Published December 31, 2019; effective February 14, 2020.

300-4-12-.13 Procedures For Loan Repayment Program.

(1) The requirements of this program are contingent upon available funding for the program. If funding is not adequate to cover the cost of all applicants, funds will be distributed based on a first come first serve basis.

(1) Loan repayment awards shall be distributed directly to the

recipient teacher in two disbursements during the applicable year: One disbursement after January 1 and the second disbursement after June 1.

(2) Payments will not be distributed for partial completion of a semester of work.

(3) The recipient shall notify the commission in writing of any change in status within 30 days after the change. Failure to notify the commission of a change in status shall affect future eligibility. All of the following constitute a change in status:

(a) A change in name.

(b) A change in residence.

(c) A change in employment status.

(4) To receive a loan repayment check pursuant to this act, an approved applicant must register online with the State of Alabama's Comptroller Office. It is the responsibility of the individual to register, the Commission cannot register someone on the Vender Services System (VSS).

(5) A loan repayment check is considered income by the United States Internal Revenue Service and must be reported as such. Recipients shall be made aware of that fact.

(6) Any funds appropriated to the program are considered non-reverting.

Author: Tim Vick

Statutory Authority: Alabama Act 2018-504

History: New Rule: Filed September 19, 2018; effective November 3, 2018.

300-4-12-.14 Appeal For Loan Repayment Program. Any person aggrieved by the actions of the Commission in its administration of this rule may, by written petition filed with the Commission within thirty (30) days after notice of the action complained of request a rehearing by the Commission. The Commission shall schedule the requested rehearing no less than twenty (20) days,

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 11, 2021

nor more than thirty (30) days after receipt of the petition. The aggrieved party may present written and oral evidence supporting its petition and may be represented by counsel, if desired. The decision of the Commission following the rehearing shall be final.

Author: Tim Vick

Statutory Authority: Alabama Act 2018-504

History: New Rule: Filed September 19, 2018; effective November 3, 2018.

DECISION ITEM: B

Preliminary Approval of Amendments to the Administrative Procedures for the Alabama Student Grant Program

Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission preliminarily approve the proposed amendments to Chapter 300-4-3 of the administrative procedures related to the Alabama Student Grant Program (ASGP).

Background:

During the 2021 Legislative Session, Alabama Act 2021-442 was passed. This Act made several modifications to the ASGP program. The major changes are:

- The annual maximum award was raised from \$1,200 to \$3,000.
- Language was added related to dissemination of information about the program.

Additions are underlined, deletions are struck through.

Code of Alabama, 1975, Title 16-33A-5 (a) authorizes the Alabama Commission on Higher Education to adopt any rules necessary for the administration of ASGP.

Supporting Documentation:

1. Proposed amendments to Chapter 300-4-3 of the Alabama Administrative Code (attached).

**ALABAMA STUDENT GRANT PROGRAM
(ASGP)**

300-4-3-.01 Definition Of Terms.

(1) Academic Progress - A student must make satisfactory academic progress in an eligible program at an approved institution in order to receive an Alabama Student Grant Program (ASGP) payment. No institution shall permit a student to receive ASGP funds when a student's projected completion date does not comply with the Code of Federal Regulations definitions of maximum time frame for his/her program of study, as defined in 34CFR 6689.34.

(2) Academic Qualifications of Eligible Students - A student is considered academically qualified if he/she is currently enrolled and matriculated in an eligible program of an eligible institution. It is considered that current enrollment by the institution has been based upon satisfactory demonstration to the institution of probable successful completion of the program. Satisfactory academic progress by a student shall be evaluated in terms of all course work attempted and all course hours for which ASGP payments were issued, whether or not credit hours were received by the student.

(3) Academic Year - The academic year for Alabama Student Grant Program purposes is from October 1 of one year to September 30 of the next year.

(4) Alabama Resident - A person who has been domiciled in the State of Alabama for a period of at least twelve (12) consecutive months immediately preceding application for a grant under the Alabama Student Grant Program. Any student in Alabama only for purposes of attending an Alabama postsecondary educational institution shall not be eligible for a grant. Upon submission of an application, two (2) proofs of residency must be provided and preserved in the student's award file as support for the claim of Alabama residency. The two proofs may be selected from the following list:

(a) Certification by the student of his/her permanent Alabama residence;

(b) Certification by the student's parents or guardians of their permanent Alabama residence;

(c) Certification of the student's Alabama voter registration;

(d) Certification of the student's parents' or guardians' Alabama voter registration;

(e) A photocopy of the student's or parent's (guardian's) valid Alabama driver's license;

(f) Evidence of full-time employment by the student or parents (guardians) within Alabama for the preceding twelve (12) months;

(g) Evidence of payment of income tax to the State of Alabama by the student or parents (guardians) for the preceding calendar year;

(h) Evidence of home ownership or ownership of other real property in Alabama by the student or parents (guardians);

(i) Evidence of graduation from an Alabama secondary school, or a copy of a State of Alabama High School Equivalency Certificate; and

(5) Approved Institution - An approved institution is an independent, nonprofit postsecondary institution of higher learning located in the State of Alabama or any independent postsecondary institution of higher learning with a permanent facility offering classroom instruction located in Montgomery County, Alabama, which has been incorporated and in continuous operation for over 50 years and which has been accredited for over 10 years by the Commission on Colleges of the Southern Association of Colleges and Schools, prior to the effective date of amendatory act contained in AL ACT 2010-686 which with the exception specifically cited immediately above, and:

(a) Has its principal base of operation located within the State of Alabama;

(b) Is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or, if not so accredited,

1. Is classified in an exemption status and is licensed to operate in the State of Alabama by the State Approving agency of the Alabama Community College System Office or its successor agency; and

2. Is an institution where credits are currently accepted, on transfer, by at least three (3) institutions within Alabama and which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

(c) Files a signed agreement with ACHE to comply with all regulations and procedures of the Alabama Student Grant Program;

(d) Has an academic curriculum which is not comprised principally of sectarian instruction or preparation of students for a sectarian vocation;

(e) Does not award primarily theological or religious degrees;

(f) Performs essentially secular educational functions which are distinct and separable from religious activity;

(g) Does not discriminate in its admissions practices on the basis of religious or denominational preference; and

(h) Does not, during the applicable fiscal year, receive a direct institutional appropriation from the State of Alabama.

(6) Eligible Program - An eligible program is a nonsectarian, secular educational program of at least six (6) months duration.

(7) Eligible Student - An eligible student is an applicant for a grant under the Alabama Student Grant Program who:

(a) Has obtained a certificate of graduation from a secondary school or the recognized equivalent of such graduation;

(b) Is classified as an undergraduate student;

(c) Is an Alabama resident;

(d) Is a citizen of the United States or in the process of becoming a citizen of the United States;

(e) Is enrolled as a full-time student or part-time student in an eligible program in an approved institution leading to a degree, diploma, or certificate;

(f) Is making satisfactory academic progress; and

(g) Is not enrolled, and does not intend to enroll, in a course of study leading to an undergraduate degree in theology, divinity, or other field of preparation for a religious vocation.

(8) False Statement of Misrepresentation - Any person who knowingly makes or furnishes any false statement or misrepresentation, or who accepts such false statement or misrepresentation knowing the same to be false, for the purpose of enabling an individual or institution to obtain monies wrongfully under this program, shall be guilty of a Class A misdemeanor, and upon conviction thereof, shall be subject to a fine or to imprisonment, or to both, as such

misdemeanor is defined in Act No. 607, S. 33 of the 1977 Regular Session (Acts 1977, Vol. 11, p. 812).

(9) Full-Time Student - A full-time student is defined as an eligible student who is carrying a full-time academic workload, other than by correspondence, measured in terms of course work or other required activities, including courses, work experience, research or special studies which the institution requires of the student to be considered as being engaged in full-time study, and which amount to the equivalent of a minimum of twelve (12) semester hours or twelve (12) quarter hours per academic term; or the student is charged the tuition and fees for full-time study by the institution. For purposes of this program, no more than one course [with a maximum of four (4) credit hours] per academic term for courses in religion or theology shall be considered when calculating a student's full-time status.

(10) Grant - A grant is a monetary award of a maximum of ~~\$1200~~ \$3,000 per academic year for full-time recipients, and a maximum of ~~\$600~~ \$1,500 per academic year for half-time recipients, under the Alabama Student Grant Program, to an approved institution on behalf of and to the credit of eligible students enrolled in eligible programs commencing after August 1, 1989.

(11) Half-time Student - A half-time student is defined as an eligible student who is carrying a half-time academic workload, other than by correspondence, measured in terms of course work or other required activities, including courses, work experience, research, or special studies which the institution requires of the student to be considered as being engaged in half-time study, and which amounts to the equivalent of a minimum of six (6) semester hours or six (6) quarter hours per academic term; or the student is charged the tuition and fees for half-time study by the institution. Any student enrolled for less than the equivalent of six (6) semester hours or six (6) quarter hours is ineligible for an Alabama Student Grant Program payment. For purposes of this program, no more than one course (with a maximum of four (4) credit hours per academic term for courses in religion and theology) shall be considered when calculating a student's

half-time status.

(12) Institutional-Related

Expenses - Institutional- related expenses are nonsectarian, secular educational expenses, including tuition, mandatory fees, room and board, transportation, books and supplies, and routine miscellaneous expenses incurred by an eligible student.

(13) Proration of Funds - Should funds appropriated to the Alabama Student Grant Program be insufficient to provide such eligible student with a full grant payment for any term(s) during an academic year, each eligible student shall receive a pro rata grant share of the available funds.

(14) Renewal of Grants - Upon completion of an initial application, each grant may be automatically renewed annually for the number of hours normally required by the institution for the course of study in which the individual student is enrolled as long as the student is continuously enrolled. Total hours attempted shall not exceed by more than twenty-five percent (25%) the number of hours required for the individual student's course of study or until such time as the student receives a baccalaureate degree. ACHE shall grant a renewal only upon the student's annual application as defined in these regulations.

(15) Transfer Student - Each Alabama Student Grant Program award is made on the basis of the student applicant attending the postsecondary educational institution listed on his/her student application form. A student grant recipient who elects to transfer to another educational institution may apply for a new grant in accordance with the student application procedures. The original grant will automatically be cancelled. An Alabama Student Grant Program award is not transferable from one educational institution to another.

(16) Undergraduate Student - An undergraduate student is an eligible student who is in attendance at an approved institution and has not earned a baccalaureate or professional degree. Students who have previously earned a baccalaureate or professional degree, even though they may be enrolled in an undergraduate course of study, are not eligible for an Alabama Student Grant Program grant.

(17) Continuous Enrollment - a student who takes courses each major term (i.e. Fall and Spring Semesters or Fall, Winter and Spring Quarters).

Authors: Joseph T. Sutton, Henry J. Hector, Tim Vick
Statutory Authority: Code of Ala. 1975, §§16-33A-1, et seq.
History: Filed September 30, 1982. **Amended:** Filed March 9, 1992. **Amended:** Filed January 6, 2011; effective February 10, 2011. **Amended:** Filed March 27, 2017; effective May 11, 2017. **Amended:** Filed March 18, 2019; effective May 2, 2019.

300-4-3-.04 Distribution Of Funds.

(1) ACHE shall determine from the certified award lists received from all approved institutions the per grant dollar amount per eligible student for each academic term. Each eligible full-time student may receive a maximum of ~~\$600~~ 1,500 per semester or ~~\$400~~ 1,000 per quarter. Each eligible half-time student may receive a maximum of ~~\$300~~ 750 per semester or ~~\$200~~ 500 per quarter. No eligible student shall receive more than ~~\$1,200~~ 3,000 per academic year, nor shall any student receive a grant at more than one approved institution during any one academic term.

(2) ACHE shall determine the dollar amount of each grant and shall prepare a voucher each term requesting that the State Comptroller disburse ASGP funds for eligible students. As Special Education Trust Funds become available, the order in which institutions will be issued Fall Term checks shall be determined by a random and public drawing during September of institutional names, with first-drawn/first-paid to last-drawn/ last-paid. Checks for second term shall be issued in reverse order--last-drawn/first-paid to first-drawn/last-paid. Checks for Spring Quarter shall be issued in the same order as full term.

(3) Institutions must request and receive approval from ACHE to distribute ASGP funds in the following manner:

(a) The State Comptroller shall prepare a check payable to the approved institution for the total dollar amount of eligible grants submitted on the award list. The check and a signature roster with the dollar amount of grant payment indicated for each eligible student shall be forwarded to the approved institution. No later than fourteen (14) work days after receipt of the grant check, the approved institution shall credit each eligible student's account with the dollar amount indicated on the signature roster. Should the dollar amount of a grant credited to an eligible student's account exceed the dollar amount due the institution by the student at the time an ASGP grant is credited to an eligible student's account, a check in the amount of the excess funds (credit) shall be issued within the allotted fourteen (14) work days to the eligible student by the approved institution. No later than thirty (30) work days after receipt of the check and signature roster, the approved institution shall return any undeliverable funds to ACHE.

(b) A signature roster with the dollar amount of grant payment indicated for each eligible student shall be forwarded to the approved institution. No later than thirty work days after receipt of the signature roster, the approved institution shall credit each eligible student's account with the dollar amount indicated on the signature roster. Should the dollar amount of a grant credited to an eligible student's account exceed the dollar amount due the institution by the student at the time an ASGP grant is credited to an eligible student's account, a check in the amount of the excess funds (credit) shall be issued to the eligible student by the approved institution within the allotted fourteen (14) work days after the total dollar amount of eligible grants submitted on the award list. If the check is forwarded to the institution after students' accounts are credited, the approved institution shall return, within fourteen (14) days, any undeliverable funds to ACHE. If the check is forwarded to the institution prior to the date students' accounts are credited the approved institution shall return, within thirty (30) work days, undeliverable funds to ACHE.

(4) If a student whose eligibility for a grant has been certified by an approved institution becomes ineligible for a grant before the expiration of the institutional tuition refund period, the grant funds shall not be delivered to the student, but shall be returned to the Alabama Student Grant

Program. Funds are considered received by a student when the ASGP check is delivered to the student or when the institution credits an ASGP payment to the student's account.

(5) In no academic term may the grant amount received by an eligible student exceed the per student operating expenditures of the institution for nonsectarian, secular educational purposes. Under no circumstances shall any Alabama Student Grant Program funds be utilized by an approved institution or an eligible student for religious, sectarian or denominational purposes. Approved institutions receiving Alabama Student Grant Program funds shall segregate such funds in a special revenue account and shall identify nonsectarian expenditures of such funds.

Authors: Joseph T. Sutton, Henry J. Hector, Timothy W. Vick
Statutory Authority: Code of Ala. 1975, §§16-33A-1, et seq.
History: Filed September 30, 1982. **Amended:** Filed March 9, 1992. **Amended:** Filed March 18, 2019; effective May 2, 2019.

300-4-3-.09 Dissemination of Information

(1) The Commission shall provide information including, but not limited to, brochures, pamphlets, and signage explaining the program and the process for applying for grants under the program, to high school guidance counselors and student counselors employed by approved institutions for publica and distribution to students.

Authors: Timothy W. Vick
Statutory Authority: Code of Ala. 1975, §§16-33A-1, et seq.
History:

DECISION ITEM: C

Preliminary Approval of Amendments to the Administrative Procedures for the Police Officers and Firefighters Survivors Educational Assistance Program

Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission preliminarily approve the proposed amendments to Chapter 300-4-7 of the administrative procedures related to the Police Officers and Firefighters Survivors Educational Assistance Program (POFSEAP).

Background:

During the 2021 Legislative Session, Alabama Act 2021-425 was passed. This Act changed the eligibility criteria for natural and adopted dependents under age 21 of police officers, firefighters, volunteer firefighters and rescue squad members who are declared totally disabled.

Another change proposed by staff, creates a new rule that allows the Chairman of the Tuition Eligibly Board to approve or reject an application after the Board has held its annual meeting.

Additions are underlined, deletions are struck through.

Code of Alabama, 1975, Title 36-21-100 et. sec authorizes the Alabama Commission on Higher Education to adopt any rules necessary for the administration of ASGP.

Supporting Documentation:

1. Proposed amendments to Chapter 300-4-7 of the Alabama Administrative Code (attached).

**POLICE OFFICERS AND FIREFIGHTERS SURVIVORS EDUCATIONAL ASSISTANCE PROGRAM
(POFSEAP)**

300-4-7-.04 Definition Of Terms.

(1) Academic Qualifications and Satisfactory Progress of Eligible Students: A student is considered academically qualified if he/she is currently enrolled and matriculated, or has been enrolled in an eligible program of an eligible institution, and is maintaining, or did maintain, satisfactory progress in a course of study he or she is or was pursuing according to the standards and practices of the institution in which the student is or was in attendance. A participating institution must check whatever elements of its satisfactory progress standards are applicable for each payment period.

(2) Board: Tuition Eligibility Board.

(3) Educational Grant: A grant is defined as a financial award by the state of Alabama to a Police Officer's and Firefighter's Survivor's Educational Assistance Program applicant who is designated to be an eligible student who was enrolled in, or is enrolled in, or accepted for enrollment, in an eligible institution, and is to be awarded to the student to defray directed educational-related expenses: tuition, and mandatory fees as stated in the institution's catalog, plus the cost of books and supplies.

(4) Cost of Education: The cost of education is defined as the cost of instruction and fees to the student, as stated in the institution's catalog, plus the cost of books and supplies.

(5) Eligible Institution: An eligible institution is a public postsecondary educational institution -- a state college, state community college, state junior college, state technical college, or state university -- in the state of Alabama and which submits a complete application to the Police Officer's and Firefighter's Survivor's Educational Assistance Program for grant assistance to its students and complies with all regulations of the Alabama Commission on Higher Education.

(6) Eligible Program: An eligible program is any program leading to a diploma, certificate, or undergraduate degree in a state college, state community college, state junior college, state technical college, or state university, in the State of Alabama.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 11, 2021

(7) Eligible Student: An eligible student is an applicant who completes a Police Officer's and Firefighter's Survivor's Educational Assistance Program application, and

(a) Is classified as an undergraduate student as defined in .04(15);

(b) Is enrolled or accepted for enrollment, or was enrolled, in an eligible program within an eligible institution for a minimum of 6 semester/quarter hour per academic term;

(c) Is making satisfactory academic progress as defined by the eligible institution and consistent with guidelines applicable to Title IV programs at the institution or institutions;

(d) Is the dependent child, or spouse who has not remarried of a full-time law enforcement officer or firefighter employed by the State, by any county, or by any municipality, and any volunteer firefighter, as defined, or rescue squad members, as defined and killed or totally and permanently disabled in the line of duty.

1. Volunteer Firefighter - any person who meets all requirements set forth by his or her department, as attested by the chief of that department, and who is any of the following: a member of a certified volunteer fire department as provided in Code of Ala. 1975, Section 9-3-17; a volunteer firefighter of a fire department of an incorporated municipality; a volunteer firefighter of a fire district established pursuant to state law.

2. Rescue Squad Member - A member of an organized rescue squad of a city, town, county, or other subdivision of the state or of a public corporation, organized for the purpose of providing, within the scope of his or her practice: First aid, treatment or transport of the sick or injured; rescue or recovery operations at incidents of drowning; search and rescue of individuals lost or incapable of self-rescue; or any other emergency or non-emergency incident where the services provided by the rescue squad are deemed necessary for incident stabilization. The term includes all commanders, officers, and member of organized rescue squads that are members of the Alabama Association of Rescue Squads.

(e) ~~If a dependent child, natural or adopted, the applicant must be under 21 years of age at the time of death of the law enforcement officer or firefighter; Dependent Children qualifying categories:~~

1. Natural born children of deceased

Firefighters, police officers, volunteer firefighters and rescue squad members who are under 21 at the time of death.

2. Adopted children of deceased firefighters, police officers, volunteer firefighters and rescue squad members who are under 21 at the time of death.

3. Natural born children of totally disabled firefighters, police officers, volunteer firefighters and rescue squad members who are under 21 at the time total disability is established.

4. Adopted children of totally disabled firefighters, police officers, volunteer firefighters and rescue squad members who are under 21 at the time permanent disability is established. In order to receive benefits, an adopted dependent of totally disabled firefighter police officer, volunteer firefighter and rescue squad member shall have been adopted and resided in the household for at least five years prior to enrollment in undergraduate study.

(f) If a spouse, the applicant must not have remarried and must enroll in an eligible program of an eligible institution within five years of the death or total and permanent disability of a law enforcement officer, firefighter as defined, or rescue squad member, as defined or within five years from October 1, 2000 for persons whose spouses became totally and permanently disabled in the line of duty on or after July 23, 1987.

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

(9) Matriculated Status of Eligible Students:

(a) To be eligible for a Police Officer's and Firefighter's Survivor's Educational Assistance program grant, a student must be or have been in a "matriculated status" in an eligible program leading to a diploma, certificate, or undergraduate degree in an eligible institution. For purposes of the Police Officer's and Firefighter's Survivor's Educational

Assistance program, a student shall be considered in "matriculated status" if he or she is enrolled, or has been enrolled, in an appropriate diploma, certificate, or degree program.

(b) A student is to be considered matriculated and eligible only if the courses pursued by the student are fully recognized as contributing toward fulfillment by the students of the requirements for completion of the program. That the student may be required, or has been required, to complete certain courses to make up deficiencies in background or training does not necessarily negate the student's status as a recognized certificate, diploma, or degree candidate, so long as acceptance and credit are not contingent upon additional and special requirements designed to establish his/her qualifications to pursue the program successfully. If credit toward the certificate, diploma, or degree is conditional upon satisfactory completion of additional special requirements, then the student must be considered not fully matriculated and ineligible for assistance during his/her present program of study.

(c) A student who meets all eligibility requirements for the Police Officer's and Firefighter's Survivor's Educational Assistance Program and who is, or has been, permitted to enroll in an eligible institution or an early admission basis is eligible to receive an educational grant provided he/she meets all other matriculated status criteria of these procedures.

(10) Public Institution of Higher Education. A public institution of higher education is an educational institution which,

(a) Is in Alabama;

(b) Admits as regular students only persons who have a high school diploma or have the recognized equivalent of a high school diploma, or are beyond the age of compulsory school attendance, and have the ability to benefit from the training offered;

(c) Is legally authorized to provide an educational program beyond secondary education;

(d) Provides an educational program for which it awards an associate or baccalaureate degree, or provides at least a two-year program which is acceptable for full credit toward a baccalaureate degree, or provides at least a one-year training program which leads to a certificate or diploma and prepares students for gainful employment in a recognized occupation;

(e) Is accredited by a nationally-recognized accrediting agency or association or, if not accredited, is an institution whose credits are determined to be accepted on transfer by at least three accredited institutions on the same basis as transfer credits from fully accredited institutions.

(11) Refund Policies and Procedures.

(a) If a student transfers, or becomes ineligible for an educational grant, prior to the delivery of program funds to the student, the institutional financial aid administrator will not disburse Police Officer's and Firefighter's Survivor's Educational Assistance Program funds to the student.

(b) If a student withdraws from school or reduces his/her course load after receiving Police Officer's and Firefighter's Survivor's Educational Assistance program funds, but before the end of the academic term or terms, and is not entitled to a refund in accordance with the institution's refund policy, the Police and Firefighter's Survivor's Educational Assistance Program will not require a refund of any portion of the educational grant which was utilized by the student toward payment of the institution's net charges to the student for the period of actual attendance. However, if an educational grant award payment to the student exceeds the amount of the educational costs of the student, the institution must return to the Police Officer's and Firefighter's Survivor's Educational Assistance Program the refund amount and the institution must maintain with the student's records documentation listing (a) the date the student withdrew, (b) the net institutional charges to the student for the period of the student's attendance, (c) the amount of the student's educational grant award, and (d) the amount of refund due the Police Officer's and Firefighter's Survivor's Educational Assistance Program.

(12) Student Application Procedure: Each applicant for a Police Officer's and Firefighter's Survivor's Educational Assistance Program grant must submit to the Alabama Commission on Higher Education a Police Officer's and Firefighter's Survivor's Educational Assistance Program student application. Completed applications will be forwarded to the Tuition Eligibility Board for review and certification of eligibility.

(13) Transfer Student: Each Police Officer's and Firefighter's Survivor's Educational Assistance Program award is made on the basis of the student applicant's attending the postsecondary educational institution listed on his/her student application form. An award recipient who elects to transfer to

another educational institution may apply for a new award in accordance with the student application procedure. The original application will be cancelled automatically, unless the student has met the student eligibility requirements for receipt of funds for attendance at that institution. A Police Officer's and Firefighter's Survivor's Educational Assistance Program award is not transferable from one institution to another.

(14) Tuition: Tuition is defined as the cost of instruction and fees to the student as stated in the institution's catalog, plus the cost of books and supplies.

(15) Undergraduate Student: An undergraduate student is defined as a person who is or was enrolled in an eligible program at an eligible institution and has not earned a baccalaureate or professional degree. Students who have previously earned a baccalaureate or professional degree, even though they may be enrolled in an undergraduate course of study, are not eligible for a Police Officer's and Firefighter's Survivor's Educational Assistance Program grant.

(16) Full-time Student: A full-time student is an enrolled student who is carrying a full-time academic workload which amounts to the equivalent of a minimum of 12 semester hours or 12 quarter hours per academic term.

(17) Half-time Student: A half-time student is an enrolled student who is carrying a half-time academic workload which amounts to the equivalent of a minimum of 6 semester hours or 6 quarter hours per academic term.

Author: Dr. William H. Wall

Statutory Authority: Code of Ala. 1975, Act 87-609.

History: Filed April 6, 1988. **Amended:** Filed December 20, 1999; effective January 24, 2000. **Amended:** Filed

300-4-7-.06 **Application Processing Procedures**. The following procedures shall be the method used by the Alabama Commission on Higher Education for making available Police Officer's and Firefighter's Survivor's Educational Assistance Program awards to eligible students at eligible institutions:

(a) Applications may be obtained from the Alabama Commission on Higher Education.

(b) The applicant shall be required to complete the application form and attach documentation to substantiate eligibility. Such documentation must include a copy of a natural child's birth certificate, adoption papers for an adopted child, or marriage certification by a spouse, and a death certificate for the police officer, firefighter, as

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 11, 2021

defined, or rescue squad member, as defined, killed in the line of duty, or the certification by a qualified physician of the police officer's, firefighter's, as defined, or rescue squad member's, as defined total and permanent disability as a result of service in the line of duty.

(c) The applicant shall forward the completed application form, with attached documentation, to the Alabama Commission on Higher Education.

(d) Each application shall have a preliminary review by the Alabama Commission on Higher Education staff to determine if the application is complete and contains all required documentation. Each student applicant shall be notified by the Alabama Commission on Higher Education when an application is incomplete and additional information is needed. The Alabama Commission on Higher Education shall notify any student who does not meet student eligibility criteria and is, therefore, ineligible for a Police Officer's and Firefighter's Survivor's Educational Assistance Program award.

(e) Complete applications of applicants who appear to meet the eligibility criteria for participation in the Police Officer's and Firefighter's Survivor's Educational Assistance Program shall be forwarded by the Commission on Higher Education to the Chairman of the Tuition Eligibility Board.

(f) The Chairman of the Tuition Eligibility Board shall review the application, in consultation with other members of the Board, as directed by Board policy, and determine if the applicant meets the eligibility requirements for participation in the program. Upon signature of the Board Chairman, the application shall be returned to the Alabama Commission on Higher Education for processing.

1. If an application is received after the Tuition Eligibility Board has held its annual meeting, the Chairman has the authority to approve or reject an application.

(g) Upon receipt of the approved application, the Alabama Commission on Higher Education shall request the eligible institution to submit an invoice for reimbursement of tuition, fees, books, and supplies for each term the applicant is eligible to receive benefits through the Police Officer's and Firefighter's Survivor's Educational Assistance Program.

Original receipts must accompany institutional invoices submitted to the Commission.

(h) Payments for eligible students shall be

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 11, 2021

forwarded to the financial aid office of the eligible institution.

Author: Dr. William H. Wall

Statutory Authority: Code of Ala. 1975, Alabama Act 87-609, as amended by Alabama Acts 99-448 and 2000-808.

History: Filed April 6, 1988. **Amended:** Filed December 20, 1999; effective January 24, 2000. **Amended (updated Statutory Authority only):** Filed January 12, 2001; effective February 16, 2001. **Amended:** Filed August 19, 2016; effective October 3, 2016.

DECISION ITEM: D

Approval of an Amendment to the Administrative Policies for the Alabama Teacher Recruitment Incentive Program

Tim Vick
Director of Operations and Fiscal Services

Staff Recommendation:

That the Commission approve the proposed amendment to the administrative policies for the Alabama Teacher Recruitment Incentive Program.

Background:

The Alabama Teacher Recruitment Incentive Program (ATRIP) was created by the legislature by Alabama Act 2007-361. The initial appropriation was \$2,725,000. The program eventually was suspended because of lack of funding due to the advent of the Great Recession. The initial appropriation was sufficient to fund one cohort of recipients (122 recipients).

ATRIP was designed to attract qualified students into the teaching profession in the fields of mathematics, special education, general science and English language arts. Undergraduate recipients received \$2,500 a semester for four years and Class A alternative recipients received \$1,000 a semester for three years. All scholarships were based on a commitment by the recipient to teach in an Alabama public school one year for each year they received scholarship funds. If the recipient did not fulfill their obligations, the scholarship converted to a loan with an interest rate of 8%.

Approximately one-half of the 122 recipients actually made it into the classroom. The rest went into repayment either to ACHE or a collection agency beginning in 2012.

Recently, staff was approached by a collection agency as to whether or not the Commission would accept a settlement offer on an account that was less than the total outstanding balance. The ATRIP enabling statute did not address the possibility of settlement offers, nor was this potential action addressed in the administrative procedures for the program.

The administrative procedures for ATRIP were not fashioned in the same manner as are current procedures relating to the student aid programs operated by the Commission. On the advice of an attorney on staff, the administrative procedures for ATRIP were not as detailed as those for other programs. Instead, policies, not formal administrative procedures, were formulated and posted on the Commission's website.

In an effort to assist in closing out the books on this ten-year-old defunct program, the staff would like to recommend that the Commission approve an amendment to the ATRIP policy which would allow the Executive Director to accept a settlement offer of 70% on an outstanding balance.

The proposed new language is underlined in the attached document.

The Code of Alabama, 1975, Title 16-5-10 (10) authorizes the Alabama Commission on Higher Education to adopt any rules necessary for the administration of programs placed under its governance.

Supporting Documentation:

1. Proposed amendments to the administrative policies for the Alabama Teacher Recruitment Incentive Program (attached).

Attachment 1

Alabama Teacher Recruitment Incentive Program Scholarship Administrative Policies

Statutory Citation: Act of Alabama 2007-361.

Goal: The goal of the Alabama Teacher Recruitment Incentive Program (ATRIP) is to provide a scholarship/loan program to attract qualified students into the teaching profession in designated critical need areas.

Organization:

Alabama Commission on Higher Education (ACHE) It is the responsibility of ACHE to establish policies and procedures for the implementation of the ATRIP. The program will be administered in accordance with the policies and procedures established by ACHE.

Alabama State Board of Education (ASBOE) It is the responsibility of the ASBOE to designate the critical needs areas. These needs may be in the areas of: subject matter, grade level, geographic location, race or gender.

Alabama State Department of Education (ASDE) It is also the responsibility of ASDE to select the recipients of ATRIP awards and to provide written notifications of awards to both the student, institutions and to ACHE.

Definition of Terms:

Eligible Institution: In order to participate in ATRIP, an institution must:

1. Be a public or private nonprofit four-year accredited Alabama postsecondary educational institution which offers teacher education programs approved by the ASBOE;
2. Submit a complete application to the ATRIP for scholarship/loan assistance to its students;
3. Comply with all regulations of ACHE.

Eligible Student: An eligible student is an applicant who completes an annual ATRIP application, and

1. Is a citizen of the United States, or is in the United States for other than a temporary purpose and intends to become a permanent resident of the State of Alabama;
2. Is admitted to an institution of higher education and classified as an undergraduate student or Alternative Class A graduate student;
3. Is continuously enrolled as a full-time undergraduate student or at least a half-time Alternative Class A Certificate program student in a teacher education program approved in the critical need areas at an institution where the teacher education program has been approved by the ASBOE. For the purposes of this program, continuous enrollment is defined as enrollment from the semester of admission until the completion of all degree requirements with no stop-outs. Summer sessions in which there are no program requirements are not included;
4. Maintains the required grade point averages in the area of certification;
5. Enters into an agreement with ACHE to teach in the public schools of Alabama for one year for each year the scholarship is received;
6. Does not owe a refund on a grant previously received through Pell Grant, FSEOG, ASAP, or ASGP;
7. Has not defaulted on a loan made, insured or guaranteed by the government of the United States of America or the State of Alabama or does not owe a refund on a grant

issued or awarded by the government of the United States of America or the State of Alabama.

8. The initial distribution of undergraduate awards was targeted toward first-time entering freshmen. However, should these students not fulfill the terms of their agreement, and funds become available for redistribution, prorated awards may be given to students who are juniors or seniors, provided they meet all the criteria stated above.

Eligible Program: The critical need areas are determined by the ASDE (For FY 2007-08, the designated subject matter areas were Mathematics, General Science, Special Education and English/Language Arts).

Application Procedures: The following procedures shall be the method used for making ATRIP awards to eligible students at eligible institutions:

1. Applications may be obtained from eligible institutions;
2. Applications must be completed each academic year by student applicants. Applications are renewable each award year;
3. Each application shall have a preliminary review to determine if application is complete and if the applicant meets the eligibility criteria.

Scholarship Selection Criteria:

Undergraduate Level - The following criteria will be used to select ATRIP recipients at the undergraduate level:

1. Complete Application – Incomplete applications will not be considered.
2. Diploma Tracks:
 - a. Public High Schools – Applicants must demonstrate that they are in a course of study that will lead to a diploma with an Advanced Endorsement or a Local Education Agency (LEA) Honors designation.
 - b. Non-Public High Schools – Applicants must demonstrate that they are completing a college track curriculum.
3. Cumulative High School Grade Point Average (GPA) at the end of the first semester of senior year.
4. American College Test (ACT) or Scholastic Aptitude Test (SAT) score as submitted to the applicant's institution of choice.
5. Applicants must demonstrate that they have student financial need. The term "need," as used in financial aid, usually refers to the difference between the resources available to the student and the cost of attending the student's selected postsecondary institution.
6. Tie Breaker: The number of Advanced Placement (AP) or Dual Enrollment courses taken by the applicant.
7. The ASDE will use the eight ASBOE districts as a method of distributing scholarships across the state. If the applicant pool does not reach the number of scholarships allocated, additional awards may be granted in either one or all of the other critical need areas within an SBE district.

Alternative Class A Certificate Program - The following criteria will be used to select ATRIP recipients at the Alternative Class A level:

1. Complete Application – Incomplete applications will not be considered.
2. Earned at least a baccalaureate undergraduate degree from a regionally accredited U. S. college or university in an area leading to Alternative Class A Certification in one of the four critical need areas.
3. Unconditional admission to an Alternative Class A Certificate Program.
4. Undergraduate Overall Grade Point Average (GPA).

5. For mathematics, general science, or English language arts applicants, the GPA in a major in the chosen field or in coursework in the chosen field of study. For special education applicants, the GPA will be computed on the courses used to meet the "4X12" requirement for program admission. (It is unlikely that a special education applicant would have taken a course in special education.)
6. Applicants must demonstrate that they have student financial need. The term "need," as used in financial aid, usually refers to the difference between the resources available to the student and the cost of attending the student's selected postsecondary institution.
7. At-large scholarships will be awarded to Alternative A candidates. The State Department of Education shall determine the number directed toward each of the critical need areas. If the applicant pool does not reach the number of scholarships allocated, additional awards may be granted in either one or all of the other critical need areas.

Awarding Procedures: ACHE will send a lump sum payment of funds for eligible students each semester. All awards made by ACHE shall be made payable to eligible institutions on behalf of eligible students. The lump sum disbursement will be sent to the Financial Aid Office of the eligible recipients.

1. Each eligible undergraduate student will be awarded \$20,000 to be disbursed over four years with a maximum award amount of \$5,000 per academic year. Each eligible scholarship recipient award shall be \$2,500 per semester. Undergraduate eligible recipients may use funds for tuition, fees, books, supplies, room and board.
2. Each eligible Class A student will be awarded \$6,000 disbursed over three years with a maximum award amount of \$2,000 per academic year. Each eligible scholarship recipient award amount shall be \$1,000 per semester. Alternative Class A eligible recipients may use funds for tuition, fees, books and supplies.
3. Institutions must request payment by invoice each semester of all eligible students.
4. A verification roster must be submitted of all eligible students each semester.

Refund Procedures: Funds are considered received by a student when the ATRIP check is received by the institution and credited to the student's account. If the student is not enrolled in the designated critical need area, drops below half-time status at the time of verification, or does not meet minimum grade point requirements, funds must be returned to ACHE.

Notifications: Recipients must remain in contact with ACHE until such time as they have fulfilled their obligations by either (a) teaching in an Alabama public school system, or (b) repaying the scholarship amount, plus interest. Thus, recipients are required to notify ACHE:

1. within 10 days of any change of address until all of their obligations are fulfilled;
2. within 10 days if they withdraw from a course or courses of study;
3. if they enroll in an institution of higher education, in-state, other than the institution stated on the original application;
4. in the event that they are no longer enrolled as a full-time or part-time student at an approved postsecondary institution during their scholarship term;
5. of the date of their graduation from an approved postsecondary institution;
6. when they secure employment as a teacher (documented verification of initial employment is required);
7. of continued employment (annual documented verification of employment is required);
8. of any change in their employment status as a teacher.

Repayment of Loan Provisions: Any breach of contract on the part of the student shall cause the scholarship to be converted to a loan and makes him/her liable for the unpaid balance of the loan.

Interest: Any recipient who fails to complete a program of study or who fails to teach in a public school in Alabama shall repay to ACHE, in full, the scholarship amount received with 8% interest. Interest will be applied only once to the outstanding amount owed by the student.

Payment Schedules:

1. If in violation of the said agreement, the terms of repayment may provide for equal installment repayments.
2. Repayment in full on all scholarship loan funds must be completed within ten years.
3. An ATRIP recipient may make a prepayment of the whole or any part of an ATRIP scholarship/loan repayment due at any time without penalty.

Grace Period: Payment shall begin six months after the withdrawal or removal from the institution. All applicable collection fees will be added to the recipient's account.

Loan Default: Failure to concur with the repayment agreement will result in deferral to a collection agency. All applicable collection fees or attorney fees will be added to the recipient's account.

Deferments: Deferment of ATRIP repayment is authorized during periods when an ATRIP recipient is engaged in one of the following activities:

1. **Disability:** not in excess of three years during which the ATRIP recipient is temporarily totally disabled as established by a sworn affidavit of a qualified physician.
2. **Military Service:** not in excess of three years during which the ATRIP recipient is serving on active duty as a member of the armed services of the United States.
3. **Economic Hardship:** not in excess of 36 months. The recipient must reapply every 12 months. All recipients must demonstrate that they are registered on the TeachInAlabama website found at <http://www.alsde.edu/TeachInAlabama/>.

In order to qualify for an Economic Hardship Deferment, you must meet one of the conditions listed below and provide the required documentation for only that condition.

- A. You have been granted an Economic Hardship Deferment on a loan made under the Federal Family Education Loan (FFEL) or the Federal Perkins Loan Program for the period of time for which you are now requesting an Economic Hardship Deferment for your ATRIP Loan.
- B. You are receiving payment under a federal or state public assistance program, such as Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), Food Stamps, or state general public assistance. Evidence of federal or state public assistance program payments must be provided.
- C. You are working full-time or part-time and your total monthly gross income from employment must be less than or equal to the larger of (A) the monthly minimum wage rate or (B) 150% of the Poverty Guideline amount for your family size and state, as shown on the charts appearing on the William D. Ford Federal Direct Loan Economic Hardship Deferment web page found at www.dl.ed.gov. Once there click on "Forms" and then "Economic Hardship Deferments." Evidence of your income must be provided. If you are reporting monthly income from employment and other sources, you must provide documentation such as pay stubs. If you are reporting one-twelfth of your adjusted gross income, you must provide a copy of your most recently filed Federal Income Tax Return.
- D. You are unemployed. After the initial 12 month deferral, documentation that you have made 12 diligent attempts to find full-time employment within the last 12 months must be provided before additional time is granted.

Cancellations: Cancellation of any ATRIP repayment obligation, including principal and interest, shall be given if an ATRIP recipient dies or becomes permanently and totally disabled.

Settlements: The Executive Director is authorized to accept settlement offers of 70% on an outstanding balance.

Record Withholding: The Executive Director of ACHE shall require Alabama institutions of higher education to withhold the release of any records of a recipient who fails to satisfy his/her agreement with ACHE.

Privacy Act Notice: The Privacy Act of 1974 (5 U.S.C. 552a) requires that an agency provide the following notice to each individual whom it asks to supply information:

1. The authority for collecting the requested information is Act 2007-361 of the 2007 Alabama Legislature. Applicants are advised that participating in the Alabama Teacher Recruitment Incentive Program (ATRIP) is voluntary, but the requested information is necessary for participating in the program.
2. The principal purposes of this information are as follows: to verify the identity of the scholarship loan applicant; to determine program eligibility and benefits; to permit servicing of the scholarship loan; and, in the event it is necessary, to locate the scholarship loan recipient and to collect on a delinquent or defaulted loan.
3. Applicants must provide all of the information requested in order to have their application processed.

Section 7(b) of the Privacy Act of 1974 (5 U.S.C. 552a) requires that when any Federal, State or local government agency requests an individual to disclose his or her Social Security Number (SSN), that the individual must also be advised whether that disclosure is mandatory or voluntary, by what statutory or other authority the SSN is solicited, and what uses will be made of it. The SSN will be used to verify the identity of the scholarship loan applicant and as an account number through the life of the scholarship loan to record necessary data accurately. As an identifier, the SSN is used in such program activities as determining program eligibility, certifying school attendance and student status, determining eligibility for deferment of repayments, determining eligibility for disability or death claims, and for tracing and collecting in cases of delinquent or defaulted loans.

Adopted: December 12, 2008.
Revised: March 13, 2009
Revised : September 10, 2010

DECISION ITEM: E-1

Athens State University, Bachelor of Science in Homeland and Corporate Security (CIP 43.0301)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Homeland and Corporate Security.

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 20.2, 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.

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. Labor market analysis for Limestone, Madison, and Morgan Counties, the primary service area of Athens State University, indicates that employment growth in homeland and corporate security related occupations is projected to increase by 14% over the next decade. These projections have also been corroborated by a focus group of regional security professionals, including FBI officials at Redstone Arsenal.
2. The Academic Program Inventory does not include any other baccalaureate programs at the same level and CIP, and the lack of focused baccalaureate programs has created a market within the private non-profit and for-profit sectors.
3. This program will prepare students to sit for professional certifications offered through the American Society for Industrial Security International (ASIS) and the Global Society of Homeland Security Professionals (GSHSP).
4. ATSU's proposal includes letters of support from area partners, including the Madison Police Department, Alabama Pardons and Parole Board, Columbia College at Redstone Arsenal, and Calhoun Community College.

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 March 4, 2021. 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 Homeland and Corporate Security (CIP 43.0301)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
FACULTY	\$88,670	\$88,670	\$88,670	\$88,670	\$88,670	\$88,670	\$88,670	\$620,690
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	\$652	\$652	\$652	\$652	\$652	\$652	\$652	\$4,564
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$89,322	\$89,322	\$89,322	\$89,322	\$89,322	\$89,322	\$89,322	\$625,254
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	\$95,904	\$156,288	\$202,464	\$227,328	\$248,640	\$259,296	\$262,848	\$1,452,768
TOTAL	\$95,904	\$156,288	\$202,464	\$227,328	\$248,640	\$259,296	\$262,848	\$1,452,768
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	13	17	19	21	22	22	19
PART-TIME HEADCOUNT	Year 1 - No data reporting required	18	23	26	28	29	30	25.7
TOTAL HEADCOUNT	Year 1 - No data reporting required	31	40	45	49	51	52	44.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	19	20	20	20	21	21	20.2
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	2	6	8	9	10	11	7.7

Attachment 2

Summary of Background Information

Athens State University
Bachelor of Science in Homeland and Corporate Security

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

Program Description: The proposed BS in Homeland and Corporate Security is intended to provide students with the knowledge and training needed to prepare them for positions in homeland security, crisis management, and first response in both the public and private sectors. Students will gain an understanding of key areas of homeland security, including national security, security management, critical infrastructure protection, intelligence, risk management, legal and ethical issues, border security, and interagency and intergovernmental relations.

Student Learning Outcomes: Learning outcomes of the BS in Homeland and Corporate Security include the following abilities:

1. Demonstrate an understanding of historical and contemporary issues in homeland security, corporate security, and emergency preparedness.
2. Demonstrate an understanding of the relationship between homeland security, community policing, community partners, and other agencies and services related to homeland and corporate security.
3. Develop skills related to threat system management, including criminal threats related to drugs and human trafficking.
4. Implement corporate security strategies related to the protection of goods, systems and intellectual property.
5. Develop and evaluate emergency disaster pre-plans, recovery plans, risk-assessment, and after-action reports.
6. Use effective research, writing, and communication skills appropriate to professional standards in homeland security and corporate security.
7. Apply analytical skills in approaching ethical dilemmas and implications of technology and other areas faced in government, corporate, and private industry.

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.

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 to the proposed program, with one expressing concern about the narrow focus of the program.

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

Similar Programs: The Academic Program Inventory does not include any other baccalaureate programs at the same level and CIP (43.0301, Homeland Security). At the master's level, Auburn

University at Montgomery offers an MS in Homeland Security and Emergency Management (CIP 43.0301). The lack of focused baccalaureate programs has created a market within the private non-profit and for-profit sectors, with BS in Homeland Security programs available to Alabama students through Columbia Southern University and Herzing University. Related programs are offered by the following institutions: Jacksonville State University (BS in Emergency Management, CIP 43.0302) and University of West Alabama (BS/BA in Public Safety, CIP 43.9999).

Relationship to Existing Coursework: The institution currently offers a number of related programs, including a BS in Criminal Justice (CIP 43.0104) and a BS in Public Safety Administration (CIP 43.0302), and an undergraduate minor in Homeland Security and Administration. The proposed program will not replace any of these existing programs, but will use some cross-listed coursework.

Collaboration: While ATSU has not currently entered into a collaborative agreement for this degree program, future collaboration is desired with local and state institutions offering in-depth programs in the proposed program area. ATSU intends to collaborate with community colleges in its service area for recruitment.

Admissions: The program has no special admission requirements.

Mode of Delivery: Coursework for the proposed program will be delivered 100% online. The program will utilize a variety of distance learning technology, including the Blackboard learning platform. Students will also complete field experiences in the private and public sectors.

Curriculum: The proposed program will require the 13 new courses, including nearly all coursework for the program's two concentrations: Homeland Security and Corporate Security.

Program Completion Requirements:

Credit hours required in program core courses	30
Credit hours required in program concentration	18
Credit hours in general education or core curriculum	41
Credit hours required in support courses	9
Credit hours in general electives	26
Credit hours in required research	0
Total credit hours required for completion	124

Full-time students will be able to complete this major program in 4 semesters if they enroll in 15-17 hours per semester. Part-time students can complete this major program in 5-6 semesters if they enroll in 10-12 hours each semester.

Program requirements include HCS 465 (Senior Research Capstone), in which students will design and carry out a project-based research activity structured around their current employment in the security industry or around an internship (for those not currently employed in the security industry).

Accreditation: There is no specialized accreditation agency for programs in homeland security and related fields.

Professional Certification: While further education/training is not required, certification beyond degree completion in the field of homeland security is highly preferred by employers. The proposed program curriculum has been designed to align with the body of knowledge across the four levels of certification offered by the American Society for Industrial Security International (ASIS) and the professional knowledge requirements of the Global Society of Homeland Security Professionals (GSHSP). The program concentration in Homeland Security will prepare students to sit for the GSHSP examination for Certified Homeland Protection Associate (CHPA), Levels I and II certification (or higher depending on each student's professional experience). The program concentration in Corporate Security will prepare students to sit for the ASIS examination for Associate Protection Professional (APP).

Industry Need: The BS in Homeland and Corporate Security is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system:

- 1) Emergency Management Directors (SOC 11-9161)
- 2) Supervisors of Security Workers (SOC 33-1091)
- 3) Intelligence Analysts (SOC 33-3021)

Security Guards (SOC 33-9032) appear on Alabama's Statewide In-Demand Occupations list, and as a result, Supervisors of Security Workers (SOC 33-1091) would also be considered in demand. ATSU cited labor market research as evidence of demand for other occupations.

According to a research report by Markets and Markets (April, 2020), the homeland security and emergency management market size is projected to grow from \$623.1 billion in 2020 to \$846.5 billion by 2025 in the United States. Labor market analysis for Limestone, Madison, and Morgan Counties, the primary service area of Athens State University, indicates that employment growth in homeland and corporate security related occupations is projected to increase by 14% over the next decade.

These projections of industry need have also been indicated by a focus group of security professionals in the region, convened by ATSU in early October 2020. Organizations represented included Madison City and Huntsville Police Departments, FBI Agents and Analysts, the Director of Cyber Huntsville, and Deans from Calhoun Community College and Wallace State Community College Hanceville. According to these professionals, there is and will be a growing demand for employees in Northern Alabama who have education and skills in cyber, forensic, and data analysis; security certifications that will translate across disciplines; training in surveillance techniques and tools; and knowledge of ideologies that underlie domestic and international terrorism.

Student Demand: Students enrolled in related courses and majors such as criminal justice, political science, public administration, and public safety and administration have expressed interest in this new program. Students are also increasing their enrollment in related minors. Practitioners who participate and act as members of advisory boards related to this academic program have also expressed the need for this program for military personnel and have noted the lack of these kinds of programs at other institutions in North Alabama.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 1

Part-time: 3

Support Faculty—

Full-time: 1

Part-time: 1

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

ATSU plans to hire one new full-time faculty member for the BS in Homeland and Corporate Security program. Candidates must have a doctorate in Criminal Justice, Criminology, Political Science or closely related discipline from a regionally accredited institution and at

least 3 years of teaching experience. In addition, they should have completed graduate coursework in Homeland Security, Corporate Security, Risk Management and Assessment, Law Enforcement, Emergency Response, Intelligence, Disaster Relief and Recovery, Borders and Customs, Corrections, Security, Cyber Security, Public Administration, Criminal Evidence, and Methods or Statistics.

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 Kares Library collections at ATSU currently support baccalaureate degrees in Criminal Justice and Public Safety Administration, as well as an undergraduate minor in Homeland Security & Administration. The collection contains 2202 monographic holdings to support these areas, of which 186 are in the print collection and the remainder are eBooks. The Library also subscribes to several databases that will support this program. The only increase in funding would involve revising the monograph allocation from minor-level support funding to major-level support funding. The monograph budget would double for the program resulting in a \$652 annual increase.

Program Budget: Over the first seven years, the program will require estimated new funds of \$625,254 to support the new faculty hire and the expansion of library holdings. The program is expected to generate a total of \$1,452,768 through tuition.

Attachment 3

Athens State University
 Bachelor of Science in Homeland and Corporate Security

Area	General Education Requirements	Credit Hours	*If New Course
I	Written Composition	6	
II	Humanities/Fine Arts (12 hours total)		
	At least one fine arts course	3	
	At least one literature course (6-hour sequence of literature <i>or</i> history)	3	
	Other courses in humanities or fine arts	6	
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 (6-hour sequence of literature <i>or</i> history)	3	
	Other courses in history or behavioral/social sciences	9	
Total General Education Requirements		41	

Major Prerequisites (Pre-Professional) Requirements (Area V)	Credit Hours	*If New Course
CRJ 100 Intro to Criminal Justice OR CRJ 110 Intro to Law Enforcement	3	
CRJ 167 Industrial Security OR CRJ 168 International Security OR CRJ 171 Security Risk Management	3	
CIS 146 Microcomputer Applications OR CIS 301 Problem Solving with Computers	3	
Total Program Support Coursework	9	

Program Core Courses	Credit Hours	*If New Course
UNV 300 Pathways to Success	3	
CJ 375 Cyber Criminology and lab	4	
CJ 455 Ethics in the Public Sector	3	
HCS 300 Introduction to Homeland and Corporate Security	3	*
HCS 320 Organization and Management	3	*
HCS 460 Threat System Management	3	*
MCO 411 Cybersecurity Strategic Management	3	
PSHA 448 Managing the Public Safety and Health Emergency	3	
UNV 400 Career Seminar	1	
HCS 465 Senior Research Capstone	4	*
Total Core Courses	30	

Concentration: Homeland Security		
CJ 326 International and Domestic Terrorism	3	
HCS 445 Intelligence in Homeland Security	3	*
HCS 410 Incident Command & Disaster Recovery	3	*
HCS 330 Drug and Human Trafficking	3	*
HCS 455 Current Topics in Global Security	3	*
HCS 420 Weapons of Mass Destruction	3	*
Total Concentration	18	

Concentration: Corporate Security		
HCS 310 Security and Private Security	3	*
HCS 430 Physical Security Assessment and Systems Integration	3	*
HCS 450 Surveillance and Investigative Techniques	3	*
HCS 455 Current Topics in Global Security--Emerging Issues in Security Studies	3	*
MCO 412 Cybersecurity Management of Business Contingency and Resilience Planning	3	
OHSM 350 Risk Management & Security in the Workplace	3	
Total Concentration	18	

General Elective Hours (may include a Minor)	26	
Total Degree Hours	124	

DECISION ITEM: E-2a

Jacksonville State University, Master of Science in Education in Mathematics Education Leadership: Mathematics Specialist (K-5) (CIP 13.1399)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science in Education in Mathematics Education Leadership: Mathematics Specialist (K-5).

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 6, based on the proposal.
2. That the annual average number of graduates for the period 2023-24 through 2027-28 (five-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program be approved for Class A certification by the Alabama State Board of Education (ALSBE).
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 an education specialist or doctoral program.

Jacksonville State University (JSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than 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 ALSBE has authorized the development of this program based on the need for master's-level math specialists for grades K-5.
2. JSU's math specialist program is patterned after the reading specialist program that has resulted in improved literacy skills for Alabama's elementary students.
3. This proposal includes letters of support from the following schools and districts: Attala City Schools, Fort Payne City Board of Education, Talladega City Schools, Piedmont City School District, Roanoke City Board of Education, and Anniston Middle School.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Jacksonville State University proposal, dated March 3, 2021, 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: Jacksonville State University								
PROGRAM: Master of Science in Education in Mathematics Education Leadership: Mathematics Specialist (K-5) (CIP 13.1399)								
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	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$48,000
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	\$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	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$48,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$0	\$43,200	\$86,400	\$86,400	\$86,400	\$86,400	\$86,400	\$475,200
TOTAL	\$0	\$43,200	\$86,400	\$86,400	\$86,400	\$86,400	\$86,400	\$475,200
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	0	0	0	0	0	0	0
PART-TIME HEADCOUNT	Year 1 - No data reporting required	6	12	12	12	12	12	11
TOTAL HEADCOUNT	Year 1 - No data reporting required	6	12	12	12	12	12	11
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	6	6	6	6	6	6	6
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	5	5	5	5	5	5

Attachment 2

Summary of Background Information

Jacksonville State University
Master of Science in Education in Mathematics Education Leadership: Mathematics Specialist (K-5)

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

Program Description: The MEd in Mathematics Education Leadership: Mathematics Specialist (K-5) is designed to graduate mathematics specialist leaders for K-5 grades who possess strong knowledge, skills, and leadership qualities needed to support high-quality mathematics programs at the classroom, school, district, and state levels. The graduates of the program will work as mathematics specialists (i.e., coaches and mentors) to advance elementary teachers' capacity in teaching mathematics. It is designed to meet recommendations and standards for mathematics specialist leaders (K-5) presented by the Association of Mathematics Teacher Educators (AMTE, 2013), the National Council of Teachers of Mathematics (NCTM), and the Council for the Accreditation of the Educator Preparation (CAEP, 2012).

The proposed MEd in Mathematics Education Leadership is patterned after JSU's existing MEd in Reading Specialist (CIP 13.1315). The reading specialist program has had tremendous success in improving the skills of Alabama teachers to teach reading at the K-12 level, and has resulted in improved literacy skills for Alabama students. The math specialist program is expected to show similar results for Alabama teachers and produce students who are better prepared for upper-level math courses when they get to middle and high school.

Student Learning Outcomes: The MEd in Mathematics Education Leadership: Mathematics Specialist (K-5) will prepare students to demonstrate proficiency in each of the following areas:

1. **Content:** Demonstrate and apply knowledge of (a) major K-5 mathematics concepts and procedures and (b) how mathematics concepts and skills develop across K-5 grade levels.
2. **Pedagogy:** Plan, create, and utilize evidence-based instructional strategies and lessons that foster mathematical understanding and proficiency among K-5 students. As a coach/mentor, demonstrate the ability to promote similar practices among K-5 teachers.
3. **Learner and Learning Environment:** Demonstrate knowledge of K-5 learner development and behavior and utilize this knowledge to provide evidence-based learning opportunities within the curriculum that promote mathematical concept attainment and positive dispositions toward mathematical practices among K-5 students. As a coach/mentor, demonstrate the ability to promote similar practices among K-5 teachers.
4. **Student Learning:** Assess and utilize evidence of K-5 student learning to improve instruction and student progress toward mathematical learning goals. As a coach/mentor, demonstrate the ability to promote similar practices among K-5 teachers.
5. **Leadership:** Demonstrate knowledge and skills that promote collaboration and collegiality, professional growth, effective communication with students and their families, positive views of mathematics within school-based learning environments.

Administration: The program will be administered by the School of Education, Dr. Janet Bavonese, Interim Dean; and the Department of Secondary Education, Dr. Emily Sims, 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, all indicating support for the proposed program.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed program would be the first program in Alabama at any level to focus on elementary mathematics education. With the Southern Regional Education Board (SREB) states, Oklahoma, Virginia, and West Virginia have similar programs that prepare educators to be elementary mathematics specialists.

Relationship to Existing Coursework: The JSU Department of Secondary Education currently offers an MSED in Secondary Education (CIP 13.1205) with Class A certification in Mathematics Education. The proposed program will share 9 credit hours of coursework with this existing program. In addition, JSU offers an MEd in Elementary Education (CIP 13.1202); MEd in Reading Specialist (CIP 13.1315); and MEd in Instructional Leadership (CIP 13.0401), all of which are approved for Class A certification through ALSBE. While a different content area, the MEd in Reading Specialist serves as a template for specific content instruction within elementary education. Collaboration with the MEd in Instructional Leadership will support candidates in developing leadership skills to support and facilitate elementary teachers in teaching mathematics effectively.

Collaboration: At this time, JSU has no plans for collaboration with other institutions but is open to consider it in the future.

Accreditation: The JSU School of Education holds specialized accreditation through the Council for Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation of Teacher Education (NCATE). The proposed program will be included in JSU's next CAEP accreditation review cycle in 2027.

Professional Certification: Under the provisions of Alabama Administrative Code, Chapter 290-3-3, all baccalaureate, master's, and education specialist programs intended to prepare candidates for educator certification must be authorized by ALSBE. On November 12, 2020, JSU received authorization from ALSBE to develop this MSED in Mathematics Education Leadership: Mathematics Specialist (K-5) as an Innovative Class A (master's level) program. Following approval by ACHE, JSU will request full approval to begin offering the proposed MSED. Graduates of the program will meet educational requirements for Class A certification.

Admissions: Candidates must have a valid Class B (bachelor's-level) educator certificate in either Early Childhood or Elementary Education, with at least two years of teaching experience to be accepted into the MSED program.

Mode of Delivery: The MSED courses will be delivered in a hybrid format, with the majority of courses taught in-person and 20% online.

Curriculum: The proposed MSED requires 12 hours of mathematics coursework, 9 hours of mathematics education coursework, 9 hours of educational practicum and internship, and 3 hours of educational research. The curriculum includes 5 new courses: ESE 547 Number Systems and Theory; ESE 548 Trends and Issues in Mathematics Education; ESE 549 Practicum for Teachers of Mathematics in Action Research; ESE 550 Curriculum and its Development in Mathematics Education; and ESE 551 Internship in Mathematics Leadership.

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

This program is designed for part-time students to complete in 5 semesters. Ideal candidates will be elementary teachers with full-time jobs, who can coordinate practicum and internship activities with their current employer.

Work-Based Learning: Students are required to complete two practicums and one internship, for a total of 300 hours of work-based learning. The practicum course will require students to complete 100 hours of reflective curriculum development and teaching, and the internship course will require students to complete 100 hours of mathematics leadership serving as resources for classroom teachers, school administrators, and the school community.

Other Requirements: Students will be required to submit proposals for the Alabama Council of Teachers of Mathematics Forum, and they also be required to submit a manuscript to a peer-reviewed journal.

Industry Need: In response to low mathematics scores in Alabama's public schools, the State Superintendent of Education has recommended a path for preparing mathematics coaches in K-5 grades to service all public school systems. To support this initiative, the School of Education's Department of Secondary Education and Department of Curriculum and Instruction have developed this proposed program with a curriculum that will prepare teacher leaders to work with Alabama's elementary classroom teachers to address mathematics deficiencies. With more than 1,300 elementary schools in the state, the demand for this program is expected to be strong. The proposal was accompanied by letters of support attesting to the strong need for such a program within JSU's service area and across the State. Letters were submitted by Attala City Schools, Fort Payne City Board of Education, Talladega City Schools, Piedmont City School District, Roanoke City Board of Education, and Anniston Middle School.

Student Demand: A survey was distributed to elementary teachers across the state, asking whether they would be interested in a career as a mathematics specialist. Of the 123 responses received, 74% indicated interest in this career. Student demand will likely increase as Alabama continues to focus more on improving student performance in mathematics.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 2

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

One new part-time faculty member will be hired and must have a terminal degree in instruction/ educational leadership or mathematics education, with a background in teaching mathematics.

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: Jacksonville State University's Houston Cole Library provides information services and resources to support the entire university community. For the School of Education, a specialized librarian in the field of education is primarily dedicated to assisting education faculty and teacher candidates. Additionally, the catalogs of other major Alabama academic libraries are available for online searching. JSU's holdings are sufficient to support its existing baccalaureate and master's-level programs in education.

Program Budget: The proposal projected that \$48,000 in estimated new funds will be required to support the proposed program from year 2 through year 7 for an additional part-time faculty member. The program is expected to generate a total of \$475,200 through tuition.

Attachment 3

Jacksonville State University
Master of Science in Education in Mathematics Education Leadership: Mathematics Specialist (K-5)

Course Number and Title	Number of Credit Hours	* If New Course
ESE 545: Quantitative Reasoning I	3	
ESE 546: Quantitative Reasoning II	3	
ESE 547: Number Systems and Number Theory	3	*
ESE 548: Trends and Issues in Mathematics Education	3	*
ESE 570: Critical Inquiry in Mathematics	3	
ESE 549: Practicum for Teachers of Mathematics in Action Research	3	*
ESE 550: Curriculum and Its Development in Mathematics Education	3	*
ESE 500: Educational Research	3	
ESE 551: Internship in Mathematics Leadership	3	*
EFD 670: Facilitating Quality Instruction in Mathematics with Colleagues	3	
TOTAL PROGRAM HOURS	30	

DECISION ITEM: E-2b

Jacksonville State University, Bachelor of Science in Education in Computer Science Educator (6-12) (CIP 13.1321)

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 Computer Science Educator (6-12).

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 9.7, based on the proposal.
2. That the annual average number of graduates for the period 2023-24 through 2027-28 (five-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program be approved for Class B certification by the Alabama State Board of Education (ALSBE).
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.

Jacksonville State University (JSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than 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. This program will support the State's strategic goals for STEM education and computer science education and help ensure there is an adequate pipeline of certified computer science educators.
2. The ALSBE has authorized the development of this program as the first to prepare candidates for Class B certification in Computer Science Education.
3. A survey of administrators in JSU's service area showed that over 80% of respondents would need to hire at least one computer science educator in the near future. In addition, the proposal includes a letter of support from the Roanoke City Schools attesting to the great need for computer science educators.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Jacksonville State University proposal, dated March 12, 2021, 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: Jacksonville State University								
PROGRAM: Bachelor of Science in Education in Computer Science Educator (6-12) (CIP 13.1321)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
FACULTY	\$73,302	\$74,584	\$75,892	\$77,227	\$78,588	\$79,976	\$81,392	\$540,960
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$8,756	\$0	\$0	\$0	\$0	\$0	\$0	\$8,756
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$3,820	\$3,820	\$3,820	\$3,820	\$3,820	\$820	\$820	\$20,740
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$85,878	\$78,404	\$79,712	\$81,047	\$82,408	\$80,796	\$82,212	\$570,456
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
INTERNAL REALLOCATIONS	\$61,378	\$29,404						\$90,782
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$24,500	\$49,000	\$96,000	\$96,000	\$96,000	\$96,000	\$96,000	\$553,500
TOTAL	\$85,878	\$78,404	\$96,000	\$96,000	\$96,000	\$96,000	\$96,000	\$644,282
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	14	14	14	14	14	12.8
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	14	14	14	14	14	12.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	7	7	11	11	11	11	9.7
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	5	8	8	8	9	7.6

Attachment 2

Summary of Background Information

Bachelor of Science in Education in Computer Science Educator (6-12)
Jacksonville State University

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

Program Description: The BSEd in Computer Science Educator is designed to prepare teachers to obtain the requirements for degree and Alabama Class B (baccalaureate level) certification to teach computer science education in grades 6-12. The need for such a program is found in the Alabama State Department of Education's (ALSDE's) computer science plan, referred to as *CS4Alabama*. Specifically, the need for computer science education degrees is a high priority to meet the college and career readiness strategies for Strengthening Student Pathways. According to *CS4Alabama*, ALSDE intends for all public elementary and secondary schools to offer content in computer science by as early as 2023.

Student Learning Outcomes: The BSEd in Computer Science Educator (6-12) will prepare prospective teachers to do the following:

1. Understand and apply their knowledge in the discipline. Measure: 90% of CSE teacher candidates will score at or above the AL Praxis cut score on their first attempt for Praxis 5652.
2. Demonstrate successful application of pedagogical content knowledge to grade 6-12 instruction. Measure: 90% of CSE teacher candidates will score *proficient* on the internship Computer Science 10-Day Instructional Unit: Computational Thinker, Citizen of a Digital Culture, Innovative Designer, Global Collaborator, Computing Analyst.
3. Show successful progression in field experiences. Measure: 90% of CSE teacher candidates will show consistent growth across field experiences, culminating in an acceptable score on the Common Lesson Plan + Common Observation Rubric.
4. Demonstrate dispositional and ethical behaviors appropriate to the teaching field. Measure: 90% of CSE teacher candidates will show consistent growth in dispositional and ethical behavior across the program, culminating in an acceptable score on the Teacher Candidate Disposition Assessment.

Administration: The program will be administered by the School of Education, Dr. Janet Bavonese, Interim Dean; and the Department of Secondary Education, Dr. Emily Sims, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were sent to the Council of University Chief Academic Officers (CUCAO) for review. No responses were received.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed program would be the first ALSBE-approved Computer Science Educator program in Alabama. Similar programs exist in other Southern Regional Education Board (SREB) states. Arkansas Tech University offers a Bachelor of Science degree in Computer Science Education under Curriculum and Instruction, Secondary Education. University of Tennessee-Chattanooga offers a Bachelor of Science in Computer Science: STEM Education under the College of Education. The University of Florida College of Education offers a reduced-hour pathway to Computer Science Certification, but it does not offer a full program.

Relationship to Existing Coursework: The Computer Science Educator (6-12) will be a new teaching field offered by the Department of Secondary Education. JSU currently offers a BSEd in Secondary Education (CIP 13.1205), with Class B certification in Business/Marketing Education, Collaborative Special Education (6-12), English Language Arts (6-12), Family and Consumer Sciences (6-12), General Science (6-12), General Social Science (6-12), Health Education and Physical Education, History (6-12), and Mathematics (6-12). Students in the proposed program will share education program core coursework with students in these other secondary education fields. In addition, students in the proposed program will take courses from JSU's existing BS in Computer Science (CIP 11.0101), which is offered by the Department of Mathematical, Computing and Information Sciences within the School of Science.

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

Accreditation: The JSU School of Education holds specialized accreditation through the Council for Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation of Teacher Education (NCATE). The proposed program will be included in JSU's next CAEP accreditation review cycle in 2027.

Professional Certification: Under the provisions of Alabama Administrative Code, Chapter 290-3-3, all baccalaureate, master's, and education specialist programs intended to prepare candidates for educator certification in Alabama must be authorized by the ALSBE. On November 12, 2020, JSU received authorization from ALSBE to develop this BSEd in Computer Science Educator (6-12) program leading to Class B certification in Computer Science Education (Grades 6-12). Following approval by ACHE, JSU will request full approval to begin offering the proposed BSEd. Graduates of the program will meet educational requirements for Class B certification.

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

Mode of Delivery: The BSEd courses will be delivered in a hybrid format with the majority of courses taught in-person and 20% online. Students will also complete two practicums, approximately 100 hours each, and one full semester internship.

Curriculum: Computer science education is a new teaching field within the existing secondary education field and will be incorporated into JSU's Department of Secondary Education Department within the School of Education. This program will require students to complete 42 hours of secondary education courses (including the practicums and internship), along with 39 hours of subject-specific coursework in Computer Science. One new course will be developed: ESE 431 Teaching Computer Science.

Program Completion Requirements:	
Credit hours required in education core courses	42
Credit hours in education content area	39
Credit hours required in general studies core	41
Credit hours in required or free electives	N/A
Credit hours in required research	N/A
Total credit hours required for completion	122

Work-Based Learning: In keeping with educator preparation requirements, teacher candidates will be assigned to computer science classrooms with a cooperating teacher for two practicum courses (approximately 100 hours each) and one full semester internship by the Office of Clinical Experiences.

Industry Need: In August 2019, the ALSBE approved a new Class B teacher certification in Computer Science Education (6-12) (Alabama Code 290-3-3-.09). The proposed program will be the first in Alabama leading to teaching certification under the new code. Previously, computer science educators held other primary certifications with computer science endorsements. The elevation of computer science to its own certification with its own course of study standards came as a result of the recognition that

computer science training should begin much earlier. The 2020 Alabama State Economic Report, ALSDE College and Career Readiness Standards, and the *CS4Alabama* mission point to computer science skills as crucial for entering key industry sectors, including corporate operations, cyber security, data centers, distribution and logistics, information technology, and research and development. High-quality education in computer science at the elementary and secondary levels is essential to the economic growth and standing for the State of Alabama.

In addition, JSU recently surveyed administrators in its service area, and the results indicate a distinct need in local school systems for professionals trained in computer science. Approximately 86% of the respondents indicated that they would need to hire a computer science educator in the near future.

Student Demand: To gauge demand, two surveys were distributed, one to the freshman and sophomores attending JSU and a second survey to high school and community college students to determine if there was an interest in the computer science educator program. Both surveys consisted of no more than three questions. The results indicated between 25% and 30% of the respondents would consider a career as a computer science educator and would like more information on the program.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 15

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Pending approval of the proposed program, the JSU School of Education will hire a full-time faculty member to teach the ESE 431 Teaching Computer Science Courses and conduct supervision of the computer science education field experiences. The new faculty member will teach the specialized methods course for computer science education, supervise teacher candidates in the two practicums and internship, and teach the reflective practices course associated with internship and other secondary education courses as assigned. Qualifications for the new faculty member will fulfill requirements set by the ALSBE for teaching in an educator preparation program.

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

Equipment: The new program proposal includes \$8,756 for the initial purchase of the following educational tools:

1. Hummingbird Bit Classroom Bundle with Microbit and Cables (\$1575). This kit integrates coding and robotics into classroom instruction appropriate for Alabama Digital Literacy and Computer Science Standards grades 6-12.
2. Google Expeditions Virtual Classroom Pack with Rolling Case (\$3,681) will integrate virtual reality adventures in history, science, the arts, and the natural world, which Computer Science Education teacher candidates will be required to integrate with the Alabama Digital Literacy and Computer Science Standards across all grades 6-12 content areas.

To further support the currency of resources and materials, a course fee of \$30.00 for ESE 431 Teaching Computer Science will be proposed to the University's Tuition and Fees Committee.

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

Library: For students to receive relevant literature and research on topics surrounding computer science education, library personnel identified core journals in computer science education that must be subscribed to in order to support the program:

1. *Journal of Research on Technology in Education* (\$419 annually)
2. *Journal of Digital Learning in Teacher Education* (\$401 annually)

The library also projects costs for the selection of e-books for the computer science educator collection. The majority of e-books will be a one-time charge. The \$15,000 cost of additional electronic and print books will be spread out over a five-year period (\$3,000 annually).

Program Budget: The proposal projected that \$570,456 in estimated new funds will be required to support the proposed program over the first seven years. This will cover costs for an additional full-time faculty member, necessary equipment and library purchases. Over the same period, the program is expected to generate a total of \$553,500 through tuition. In addition, the program will require \$90,782 in internal reallocations over the first two years.

Attachment 3

Jacksonville State University
 Bachelor of Science in Education in Computer Science Educator (6-12)

Course Number and Title	Number of Credit Hours	* If New Course
REQUIRED GENERAL STUDIES CORE	41 hours	
EH 101 English Composition I	3	
EH 102 English Composition II	3	
EH 141 Oral Communication	3	
EH 201 American Literature I	3	
EH 202 American Literature II	3	
Fine Arts course (Art, Music, or Theatre)	3	
Social Science course (Psychology, Sociology, etc.)	3	
HY 101 Western Civilization I	3	
HY 101 Western Civilization II	3	
EC 222 Principles of Macroeconomics	3	
BY 101/103 Introduction Biology I w/lab	4	
BY 102/104 Introduction Biology II w/lab	4	
MS 112 Precalculus Algebra	3	
STU 101 First Year Experience	0	
REQUIRED EDUCATION COURSES	42 hours	
FE ED 302 Intro Foundations to Teacher Education	3	
SPE 300 Survey of Exceptional Children and Youth	3	
ESE 329 Adolescent Development & Behavior	3	
ESE 383 Content Literacy	3	
ESE 440 Diversity and Multicultural Education	3	
ESE 444 Assessment	3	
ESE 455 Classroom Management	3	
ESE 304 Curriculum Planning & Learning Styles	3	
FE ESE 306 Integrated Instructional Design	3	
ESE 431 Teaching Computer Science	3	*
FE ESE 485 Secondary Senior Practicum	3	
ED 495 Internship	6	
ED 496 Reflective Practices	3	

REQUIRED CONTENT AREA	39 hours	
CS 201 Intro to Information Technology	3	
CS 230 Fundamentals of Computing	3	
CS 231 Programming I	3	
CS 232 Programming II	3	
CS 234 Discrete Computational Structures	3	
CS 310 Software Engineering I	3	
CS 331 Data Structures and Algorithms	3	
CS 350 Fundamentals of Computer OS	3	
CS 430 Human Computer Interaction	3	
CS 444 Artificial Intelligence	3	
CS 450 Computer Networking	3	
CS 462 Ethics and Legal Issues	3	
CS 488 Database Systems	3	
TOTAL PROGRAM HOURS	122	

DECISION ITEM: E-2c

Jacksonville State University, Bachelor of Science in Education in Middle-Level General Science (4-8) (CIP 13.1316)

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 Middle-Level General Science (4-8).

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, based on the proposal.
2. That the annual average number of graduates for the period 2024-25 through 2027-28 (four-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program be approved for Class B certification by the Alabama State Board of Education (ALSBE).
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.

Jacksonville State University (JSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than 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 ALSBE has authorized the development of this program as the first to prepare candidates for Class B Certification in Middle-Level General Science (4-8).
2. The proposed degree is designed to help address the ongoing teacher shortage in STEM teaching fields.
3. The proposal includes seven letters of support from local education agencies attesting to the need for middle-level 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. Jacksonville State University proposal, dated March 12, 2021, 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: Jacksonville State University								
PROGRAM: Bachelor of Science in Education in Middle-Level General Science (4-8) (CIP 13.1316)								
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	\$1,800	\$7,200	\$7,200	\$7,200	\$7,200	\$30,600
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	\$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	\$1,800	\$7,200	\$7,200	\$7,200	\$7,200	\$30,600
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$69,984	\$139,968	\$209,952	\$209,952	\$209,952	\$209,952	\$209,952	\$1,259,712
TOTAL	\$69,984	\$139,968	\$209,952	\$209,952	\$209,952	\$209,952	\$209,952	\$1,259,712
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	18	27	27	27	27	23
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	18	27	27	27	27	23
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	9	9	9	9	9	9	9
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

Jacksonville State University
Bachelor of Science in Education in Middle-Level General Science (4-8)

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

Program Description: The BSEd in Middle-Level General Science is designed to prepare prospective middle-level teachers to demonstrate knowledge of scientific and engineering practices; the crosscutting concepts of science; the disciplinary core ideas of physical sciences, life sciences, and earth and space sciences; engineering, technology, and applications of science; the history and nature of science; and science safety. The program is designed to lead to Alabama Class B educator certification in Middle-Level General Science (4-8). General science middle grade teachers have the responsibility of planning and implementing developmentally appropriate quality middle grade coursework and curriculum in classrooms to meet standards defined by the ALSBE for the middle-level students.

Student Learning Outcomes: The BSEd in Middle-Level General Science (4-8) will prepare prospective middle-level teachers to demonstrate knowledge of the following:

1. Scientific and Engineering Practices - Ask questions (science) and define problems (engineering); develop and use models; plan and carry out investigations; analyze and interpret data; use mathematics and computational thinking; construct explanations (science) and design solutions (engineering); obtain, evaluate, and communicate information; engage in argument based on evidence.
2. Crosscutting Concepts - Patterns; cause and effect, including mechanism and explanation; scale, proportion, and quantity; systems and system models; energy and matter, including flows, cycles, and conservation; structure and function; stability and change.
3. Disciplinary Core Ideas - Physical sciences; life sciences; earth and space sciences; engineering, technology, and the applications of science; and science safety.
4. Alabama Course of Study - Science and other guides to provide instruction in science (the standards build upon the Alabama Core Teaching Standards and are guided by tenets of the Association for Middle-Level Education).

Administration: The program will be administered by the School of Education, Dr. Janet Bavonese, Interim Dean; and the Department of Secondary Education, Dr. Emily Sims, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were sent to the Council of University Chief Academic Officers (CUCAO) for review. No responses were received.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed program would be the first ALSBE-approved middle-level general science education program in Alabama. The program has been offered in several of the 16 SREB states, such as Maryland, Florida, and Texas, where the program is called Middle Grades Science Education (Grades-5-9). In preparation for teaching at the secondary level (grades 6-12), Auburn University

currently offers a dedicated BS in Science Education (CIP 13.1316), which is designed to prepare students for Class B certification in Chemistry, General Science, or Physics (Grades 6-12).

Relationship to Existing Coursework: This program is one of four middle-level education programs being proposed by JSU. The program will share some coursework with JSU's existing BSEd in Secondary Education (CIP 13.1205) with Certification in General Science (6-12), as well as with the other proposed middle-level certification programs being reviewed by the Commission. In addition, upper-level science content coursework will overlap with the existing BS in Biology (CIP 26.0101).

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

Accreditation: The JSU School of Education holds specialized accreditation through the Council for Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation of Teacher Education (NCATE). The proposed program will be included in JSU's next CAEP accreditation review cycle in 2027.

Professional Certification: Under the provisions of Alabama Administrative Code, Chapter 290-3-3, all baccalaureate, master's, and education specialist programs intended to prepare candidates for educator certification in Alabama must be authorized by the ALSBE and go through the Continuous Improvement in Educator Preparation (CIEP) process. On April 11, 2019, JSU received authorization from ALSBE to develop this BSEd in Middle-Level General Science (4-8) program leading to Class B (baccalaureate) certification in Middle-Level General Science (Grades 4-8). Following approval by ACHE, JSU will request full approval to begin offering the proposed BSEd. Graduates of the program will meet educational requirements for Class B certification.

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

Mode of Delivery: The BSEd courses will be delivered in-person. Students will also complete practicum and internship experiences off-site in a general science classroom.

Curriculum: The BSEd program includes 6 semester hours in the teaching of reading (two new courses on strategies for analyzing reading difficulties and improving reading performance) and at least 27 semester hours of science courses, spread across content to include physical sciences; life sciences; earth and space sciences; engineering, technology, and applications of science; the history and nature of science; and science safety. One new course in Human Biology (BY 260) has been created to serve the needs of this program.

Program Completion Requirements:	
Credit hours required in education courses	45
Credit hours in content area	42
Credit hours required in general studies core	41
Credit hours in required or free electives	N/A
Credit hours in required research	N/A
Total credit hours required for completion	128

Full-time students can complete this program in 8 semesters. The estimated completion time for part-time students is 16 semesters.

Work-Based Learning: Candidates will also complete two semesters of practicum experiences in a general science classroom. The first practicum will include 100 hours of middle-school field-based experiences. The senior practicum will include 150 hours of middle-school field-based experiences, which will involve a comprehensive Student Impact Study to assess candidates' instructional impact on student learning. For the final spring semester of the program, candidates will complete a 15-week internship in a general science classroom in a partner elementary school or middle school (grades 4-8). Each of these

practicum and internship field experiences will systematically ensure that candidates have placements in diverse schools with diverse student populations.

Other Requirements: To complete the program and be recommended for Alabama Class B (baccalaureate) educator certification, students must fulfill the following requirements from the Alabama State Department of Education (ALSDE):

- Obtain a score at or above the state qualifying score on the Praxis Assessment Middle School Science (Test Code 5440). Currently, the qualifying score is 151.
- Obtain a score at or above the ALSDE established score on the edTPA assessment for Middle Childhood Science. Currently, the established cut score is 37.
- Obtain a GPA at or above 2.75 in the following areas: overall, teaching field (General Science) courses, and Professional Studies (Education) courses.

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

- 1) Elementary School Teachers (SOC 25-2021)
- 2) Middle School Teachers (SOC 25-2022)

Elementary and middle school teachers both appear on the 2021 Statewide In-Demand Occupations List. With the current and continued shortage of classroom teachers, this middle-level program will address public school needs and is being encouraged by ALSDE. As a testament to the need for middle-level educators, the proposal includes seven letters of support from the following education partners: Roanoke City Schools, Clay County School System, Talladega City Schools, Fort Payne City Schools, Piedmont City Schools, Anniston Middle School, and Attala City Schools.

Student Demand: Student demand projections were based on an institutional survey distributed to prospective students to solicit interest in a middle school teacher career and interest in attending JSU to earn this degree. 72% of those surveyed expressed an interest in a career as a middle school teacher and 60% indicated they would seek a middle-level educator degree from JSU.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 11

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

Current program faculty will teach the professional studies courses which include enrollment of Middle-Level program candidates in all teaching fields. A full-time education faculty specialist will teach the course ESE 437 Teaching General Science in Middle-Level Education. JSU plans to hire an adjunct faculty member on a semester-by-semester basis, as needed. Part-time adjunct faculty will serve as

supervisors for practicum and internship field experiences and will be compensated \$200.00 per practicum student and \$400.00 per student for internship supervision.

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: For the School of Education, JSU's Houston Cole Library provides a specialized librarian in the field of education that is primarily dedicated to assisting education faculty and teacher candidates. Additionally, the catalogs of other major Alabama academic libraries are available for online searching. The library subscribes to numerous databases, offering users online access to magazines, newspapers, journal citations and journal articles.

Program Budget: The proposal projected that \$30,600 in estimated new funds will be required to support the proposed program over the first seven years for additional adjunct faculty, as needed. The program is expected to generate a total of \$1,259,712 through tuition.

Attachment 3

Jacksonville State University
 Bachelor of Science in Education in Middle-Level General Science (4-8)

Course Number and Title	Number of Credit Hours	* If New Course
REQUIRED GENERAL STUDIES CORE	41 hours	
EH 101 English Composition I	3	
EH 102 English Composition II	3	
EH 141 Oral Communication	3	
Literature course(s)	3-6	
Fine Arts course(s)	3-6	
History course(s)	3-6	
Social & Behavioral Sciences course(s)	6-9	
BY 101/103 Introductory Biology I w/Lab	4	
BY 102/104 Introductory Biology II w/Lab	4	
MS 113 Precalculus Trigonometry	3	
STU 101 First Year Experience	0	
REQUIRED EDUCATION COURSES	45 hours	
FE ED 302 Intro Foundations to Teacher Education	3	
SPE 300 Survey of Exceptional Children and Youth	3	
ESE 329 Adolescent Development & Behavior	3	
RDG 330 Teaching Reading in Middle-Level Education	3	*
ESE 350 Design & Organization in Middle-Level Education	3	*
RGD 331 Literacy in Middle-Level Education	3	*
ESE 439 Classroom Management & Diversity in Middle-Level Education	3	*
ESE 444 Assessment	3	
ESE 304 Curriculum Planning & Learning Styles	3	
FE ESE 306 Practicum One	3	
ESE 437 Teaching Science in Middle-Level Education	3	*
FE ESE 485 Practicum Two	3	
ED 495 Internship in Education	6	
ED 496 Reflective Practices in Education	3	

REQUIRED CONTENT AREA (GENERAL SCIENCE)	42 hours	
BY 260 Human Biology	4	*
BY 302 Field Botany	3	
BY 320 Comparative Vertebrate Anatomy	4	
BY 322 Genetics w/Lab	4	
BY 332 Ecology w/Lab	4	
BY 373 Cell Biology w/Lab	4	
CY 105/107 General Chemistry I w/Lab	4	
CY 106/108 General Chemistry II w/Lab	4	
GY 210 Earth and Space Science	3	
GY 250/252 Physical Geography I: Atmosphere Patterns w/Lab	4	
PHS 201/203 College Physics I w/Lab	4	
TOTAL PROGRAM HOURS	128	

DECISION ITEM: E-2d

Jacksonville State University, Bachelor of Science in Education in Middle-Level Mathematics (4-8) (CIP 13.1311)

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 Middle-Level Mathematics (4-8).

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, based on the proposal.
2. That the annual average number of graduates for the period 2024-25 through 2027-28 (four-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program be approved for Class B certification by the Alabama State Board of Education (ALSBE).
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.

Jacksonville State University (JSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than 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 ALSBE has authorized the development of this program as the first to prepare candidates for Class B Certification in Middle-Level Mathematics (4-8).
2. The proposed degree is designed to help address the ongoing teacher shortage in STEM teaching fields.
3. The proposal includes seven letters of support from local schools attesting to the need for middle-level 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. Jacksonville State University proposal, dated March 12, 2021, 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: Jacksonville State University								
PROGRAM: Bachelor of Science in Education in Middle-Level Mathematics (4-8) (CIP 13.1311)								
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	\$1,800	\$7,200	\$7,200	\$7,200	\$7,200	\$30,600
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	\$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	\$1,800	\$7,200	\$7,200	\$7,200	\$7,200	\$30,600
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$69,984	\$139,968	\$209,952	\$209,952	\$209,952	\$209,952	\$209,952	\$1,259,712
TOTAL	\$69,984	\$139,968	\$209,952	\$209,952	\$209,952	\$209,952	\$209,952	\$1,259,712
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	18	27	27	27	27	23
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	18	27	27	27	27	23
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	9	9	9	9	9	9	9
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

Jacksonville State University
Bachelor of Science in Education in Middle-Level Mathematics (4-8)

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

Program Description: The BSEd in Middle-Level Mathematics is designed to prepare prospective middle-level teachers to demonstrate knowledge of mathematical content, mathematical practices, and mathematics instruction. The program leads to Alabama Class B (baccalaureate) educator certification in Middle-Level Mathematics (4-8). Mathematics teachers for grades 4-8 have the responsibility of planning and implementing developmentally appropriate quality middle-grade coursework and curriculum in classrooms to meet standards defined by the ALSBE for the middle-level students. The Association for Middle-Level Education (AMLE) and the Association of Mathematics Teacher Educators (AMTE) standards for teacher preparation provide benchmarks for middle-level teacher preparation programs and serve to highlight the nuances of top-quality preparation of teachers for employment in the middle grades.

Student Learning Outcomes: The BSEd in Middle-Level Mathematics (4-8) will prepare prospective middle-level teachers to demonstrate knowledge of the following:

1. Number System - Develop fluency with efficient procedures for operations on the real number system.
2. Expressions and Equations - Reason about and solve polynomial equations and inequalities.
3. Geometry - Advance student knowledge and construction skills in Euclidean Geometry.
4. Measurement and Data - Demonstrate ability to represent and interpret data, solve real-world and mathematical problems involving measurements, and convert units within a given measurement system.
5. Proportional Relationships - Develop ratio concepts and reasoning to solve problems, analyze proportional relationships, and use that ability to solve real-world and mathematical problems.
6. Statistics and Probability - Understand statistical variability; summarize and describe distribution; use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; investigate chance processes; develop, use, and evaluate probability models; and investigate patterns of association in bivariate data.
7. Mathematics Instruction - Advance the students' capacity to engage and enact the mathematical practices in middle school classrooms in which the students meet standards defined in the Alabama Course of Study for Mathematics.

Administration: The program will be administered by the School of Education, Dr. Janet Bavonese, Interim Dean; and the Department of Secondary Education, Dr. Emily Sims, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were sent to the Council of University Chief Academic Officers (CUCAO) for review. No responses were received.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed program would be the first ALSBE-approved middle-level mathematics education program in Alabama. The program has been offered in several of the 16 SREB states, such as Maryland, Florida, and Texas, where the program is called Middle Grades Mathematics Education (Grades-5-9). In preparation for teaching at the secondary level (grades 6-12), Auburn University currently offers a dedicated BS in Mathematics Education (CIP 13.1311), which is designed to prepare students for Class B Certification in Mathematics (6-12).

Relationship to Existing Coursework: This program is one of four middle-level education programs being proposed by JSU. The program will share some coursework with JSU's existing BSEd in Secondary Education (CIP 13.1205) with Certification in Mathematics (6-12). In addition, upper-level mathematics content coursework will overlap with the existing BS in Mathematics (CIP 27.0101).

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

Accreditation: The JSU School of Education holds specialized accreditation through the Council for Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation of Teacher Education (NCATE). The proposed program will be included in JSU's next CAEP accreditation review cycle in 2027.

Professional Certification: Under the provisions of Alabama Administrative Code, Chapter 290-3-3, all baccalaureate, master's, and education specialist programs intended to prepare candidates for educator certification in Alabama must be authorized by the ALSBE and go through the Continuous Improvement in Educator Preparation (CIEP) process. On April 11, 2019, JSU received authorization from ALSBE to develop this BSEd in Middle-Level Mathematics (4-8) program leading to Class B (baccalaureate) certification in Middle-Level Mathematics (Grades 4-8). Following approval by ACHE, JSU will request full approval to begin offering the proposed BSEd. Graduates of the program will meet educational requirements for Class B certification.

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

Mode of Delivery: The BSEd courses will be delivered in-person. Students will also complete practicum and internship experiences off-site in a middle-level mathematics classroom.

Curriculum: The BSEd program includes 6 semester hours in the teaching of reading (two new courses on strategies for analyzing reading difficulties and improving reading performance), at least 9 semester hours in the teaching of mathematics, and at least 27 semester hours of mathematics in the teaching field, spread across content to include the number system, expressions and equations, geometry, proportional relationships, measurement and data, and statistics and probability.

Program Completion Requirements:	
Credit hours required in education courses	45
Credit hours in content area	39
Credit hours required in general studies core	41
Credit hours in required electives	3
Credit hours in required research	N/A
Total credit hours required for completion	128

Full-time students can complete this program in 8 semesters. The estimated completion time for part-time students is 16 semesters.

Work-Based Learning: Candidates will also complete two semesters of practicum experiences in a mathematics classroom. The first practicum will include 100 hours of middle-school field-based

experiences. The senior practicum will include 150 hours of middle-school field-based experiences, which will involve a comprehensive Student Impact Study to assess candidates' instructional impact on student learning. For the final spring semester of the program, candidates will complete a 15-week internship in a mathematics in a partner elementary school or middle school (grades 4-8). Each of these practicum and internship field experiences will systematically ensure that candidates have placements in diverse schools with diverse student populations.

Other Requirements: To complete the program and be recommended for Alabama Class B (baccalaureate) educator certification, students must fulfill the following requirements from the Alabama State Department of Education (ALSDE):

- Obtain a score at or above the state qualifying score on the Praxis Assessment Middle School Mathematics (Test Code 5169). Currently, the qualifying score is 165.
- Obtain a score at or above the ALSDE established score on the edTPA assessment for Middle Childhood Mathematics. Currently, the established cut score is 37.
- Obtain a GPA at or above 2.75 in the following areas: overall, teaching field (Mathematics) courses, and Professional Studies (Education) courses.

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

- 1) Elementary School Teachers (SOC 25-2021)
- 2) Middle School Teachers (SOC 25-2022)

Elementary and middle school teachers both appear on the 2021 Statewide In-Demand Occupations List. With the current and continued shortage of classroom teachers, this middle-level program will address public school needs and is being encouraged by ALSDE. As a testament to the need for middle-level educators, the proposal includes seven letters of support from the following education partners: Roanoke City Schools, Clay County School System, Talladega City Schools, Fort Payne City Schools, Piedmont City Schools, Anniston Middle School, and Attala City Schools.

Student Demand: Student demand projections were based on an institutional survey distributed to prospective students to solicit interest in a middle school teacher career and interest in attending JSU to earn this degree. 72% of those surveyed expressed an interest in a career as a middle school teacher and 60% indicated they would seek a middle-level educator degree from JSU. Additional preliminary data for program demand was determined by the Alabama Teacher Shortage Task Force.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 15

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

Current program faculty will teach the professional studies courses which include enrollment of Middle-Level program candidates in all teaching fields. Full-time education faculty specialists will teach the Teaching Mathematics in Middle-Level Education methods course. JSU plans to hire an adjunct faculty member on a semester-by-semester basis, as needed. Part-time adjunct faculty will serve as supervisors for practicum and internship field experiences and will be compensated \$200.00 per practicum student and \$400.00 per student for internship supervision.

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: For the School of Education, JSU's Houston Cole Library provides a specialized librarian in the field of education that is primarily dedicated to assisting education faculty and teacher candidates. Additionally, the catalogs of other major Alabama academic libraries are available for online searching. The library subscribes to numerous databases, offering users online access to magazines, newspapers, journal citations and journal articles.

Program Budget: The proposal projected that \$30,600 in estimated new funds will be required to support the proposed program over the first seven years for additional adjunct faculty, as needed. The program is expected to generate a total of \$1,259,712 through tuition.

Attachment 3

Jacksonville State University
 Bachelor of Science in Education in Middle-Level Mathematics (4-8)

Course Number and Title	Number of Credit Hours	* If New Course
REQUIRED GENERAL STUDIES CORE	41 hours	
EH 101 English Composition I	3	
EH 102 English Composition II	3	
EH 141 Oral Communication	3	
Literature course(s)	3-6	
Fine Arts course(s)	3-6	
History course(s)	3-6	
Social & Behavioral Sciences course(s)	6-9	
Sciences with Labs	8	
MS 113 Precalculus Trigonometry	3	
STU 101 First Year Experience	0	
REQUIRED OTHER COURSES		
CS 230 Fundamentals of Computing OR CS 231 Computer Programming I	3 hours	
REQUIRED EDUCATION COURSES	45 hours	
FE ED 302 Intro Foundations to Teacher Education	3	
SPE 300 Survey of Exceptional Children and Youth	3	
ESE 329 Adolescent Development & Behavior	3	
RDG 330 Teaching Reading in Middle-Level Education	3	*
ESE 350 Design & Organization in Middle-Level Education	3	*
RDG 331 Literacy in Middle-Level Education	3	*
ESE 439 Classroom Management & Diversity in Middle-Level Education	3	*
ESE 444 Assessment	3	
ESE 304 Curriculum Planning & Learning Styles	3	
FE ESE 306 Practicum One	3	
ESE 436 Teaching Mathematics in Middle-Level Education	3	*
FE ESE 485 Practicum Two	3	
ED 495 Internship in Education	6	
ED 496 Reflective Practices in Education	3	

REQUIRED CONTENT AREA (MATHEMATICS)	39 hours	
MS 125 Calculus I	4	
MS 126 Calculus II	4	
MS 227 Calculus III	4	
MS 133 Mathematical Concepts I	3	
MS 134 Mathematical Concepts II	3	
MS 135 Mathematical Concepts III	3	
MS 300 Introduction to Advanced Mathematics	3	
MS 302 Applied Probability and Statistics	3	
MS 309 Combinators	3	
MS 323 College Geometry	3	
ESE 445 Quantitative Reasoning I	3	
ESE 446 Quantitative Reasoning II	3	*
TOTAL PROGRAM HOURS	128	

DECISION ITEM: E-2e

Jacksonville State University, Bachelor of Science in Education in Middle-Level General Social Studies (4-8) (CIP 13.1318)

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 Middle-Level General Social Studies (4-8).

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 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 the program be approved for Class B certification by the Alabama State Board of Education (ALSBE).
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.

Jacksonville State University (JSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than 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 ALSBE has authorized the development of this program as the first to prepare candidates for Class B Certification in Middle-Level General Social Studies (4-8).
2. The proposed degree will positively impact the ongoing teacher shortage and public-school need for middle-level teachers.
3. The proposal includes seven letters of support from local education agencies attesting to the need for middle-level 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. Jacksonville State University proposal, dated March 12, 2021, 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: Jacksonville State University								
PROGRAM: Bachelor of Science in Education in Middle-Level General Social Studies (4-8) (CIP 13.1318)								
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	\$2,000	\$8,000	\$8,000	\$8,000	\$8,000	\$34,000
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	\$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	\$2,000	\$8,000	\$8,000	\$8,000	\$8,000	\$34,000
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	\$77,760	\$77,760	\$155,520	\$233,280	\$233,280	\$233,280	\$233,280	\$1,244,160
TOTAL	\$77,760	\$77,760	\$155,520	\$233,280	\$233,280	\$233,280	\$233,280	\$1,244,160
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	20	30	30	30	30	25
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	20	30	30	30	30	25
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	9	9	9	9	9

Attachment 2

Summary of Background Information

Jacksonville State University
Bachelor of Science in Education in Middle-Level General Social Studies (4-8)

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

Program Description: The BSEd in Middle-Level General Social Studies program is designed to prepare prospective middle-level teachers to demonstrate knowledge of United States, Alabama, and world history; government and civics; geography; economics; and social studies instruction. The program leads to Alabama Class B (baccalaureate) Certification in Middle-Level General Social Studies (4-8).

Student Learning Outcomes: The BSEd in Middle-Level General Social Studies (4-8) will prepare prospective middle-level teachers to demonstrate knowledge of the following:

1. United States and Alabama History - Chronological developments and major themes in United States history and Alabama history.
2. World History - Chronological developments and major themes in world history appropriate for adolescents; variation in dialect and diction across regions, cultural groups, and time periods.
3. Government and Civics- United States government and civics; Alabama state government; comparative government and international relations.
4. Geography - Geographic literacy, map skills, physical geography, human geography.
5. Economics - Knowledge of microeconomics, macroeconomics, and comparative economics.
6. Alabama Course of Study - Social studies and other guides to provide instruction in history and other social studies disciplines; a variety of techniques to apply and understand geographic concepts, gain knowledge of economic and political institutions; compare ancient and modern issues and historical origins of events in the United States and Alabama; understand state and local governments; and demonstrate knowledge of and United States and Alabama events, history, geographic characteristics and economic principles.

Administration: The program will be administered by the School of Education, Dr. Janet Bavonese, Interim Dean; and the Department of Secondary Education, Dr. Emily Sims, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were sent to the Council of University Chief Academic Officers (CUCAO) for review. No responses were received.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed program would be the first ALSBE-approved middle-level general social studies education program in Alabama. The program has been offered in several of the 16 SREB states, such as Maryland, Florida, and Texas, where the program is called Middle Grades Social Studies Education (Grades-5-9). In preparation for teaching at the secondary level (grades 6-12), Auburn University currently offers a dedicated BS in Social Science Education (CIP 13.1317), which is designed to prepare students for Alabama Class B Certification in General Social Studies (Grades 6-12).

Relationship to Existing Coursework: This program is one of four middle-level education programs being proposed by JSU. The program will share some coursework with JSU's existing BSEd in Secondary Education (CIP 13.1205) with Certification in General Social Studies (6-12). In addition, the program will draw upon upper-level content coursework from the existing BA in History (CIP 54.0101).

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

Accreditation: The JSU School of Education holds specialized accreditation through the Council for Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation of Teacher Education (NCATE). The proposed program will be included in JSU's next CAEP accreditation review cycle in 2027.

Professional Certification: Under the provisions of Alabama Administrative Code, Chapter 290-3-3, all baccalaureate, master's, and education specialist programs intended to prepare candidates for educator certification in Alabama must be authorized by the ALSBE and go through the Continuous Improvement in Educator Preparation (CIEP) process. On April 11, 2019, JSU received authorization from ALSBE to develop this BSEd in Middle-Level General Social Studies (4-8) program leading to Class B (baccalaureate) certification in Middle-Level General Social Studies (Grades 4-8). Following approval by ACHE, JSU will request full approval to begin offering the proposed BSEd. Graduates of the program will meet educational requirements for Class B certification.

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

Mode of Delivery: The BSEd courses will be delivered in-person. Students will also complete practicum and internship experiences off-site in a general science classroom.

Curriculum: The BSEd program includes 6 semester hours in the teaching of reading (two new courses on strategies for analyzing reading difficulties and improving reading performance) and at least 27 semester hours of general social studies courses, spread across content to include United States history, Alabama history, world history, geography, government, and civics.

Program Completion Requirements:	
Credit hours required in education courses	45
Credit hours in content area	42
Credit hours required in general studies core	41
Credit hours in required or free electives	N/A
Credit hours in required research	N/A
Total credit hours required for completion	128

Full-time students can complete this program in 8 semesters. The estimated completion time for part-time students is 16 semesters.

Work-Based Learning: Candidates will also complete two semesters of practicum experiences in a general social studies classroom. The first practicum will include 100 hours of middle school field-based experiences. The senior practicum will include 150 hours of middle-school field-based experiences, which will involve a comprehensive Student Impact Study to assess candidates' instructional impact on student learning. For the final spring semester of the program, candidates will complete a 15-week internship in a general social science classroom in a partner elementary school or middle school (grades 4-8). Each of these practicum and internship field experiences will systematically ensure that candidates have placements in diverse schools with diverse student populations.

Other Requirements: To complete the program and be recommended for Alabama Class B (baccalaureate) educator certification, students must fulfill the following requirements from the Alabama State Department of Education (ALSDE):

- Obtain a score at or above the state qualifying score on the Praxis Assessment Middle School Social Studies (Test Code 5089). Currently, the qualifying score is 153.
- Obtain a score at or above the ALSDE established score on the edTPA assessment for Middle Childhood History/Social Studies. Currently, the established cut score is 37.
- Obtain a GPA at or above 2.75 in the following areas: overall, teaching field (General Social Studies) courses, and Professional Studies (Education) courses.

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

- 1) Elementary School Teachers (SOC 25-2021)
- 2) Middle School Teachers (SOC 25-2022)

Elementary and middle school teachers both appear on the 2021 Statewide In-Demand Occupations List. With the current and continued shortage of classroom teachers, this middle-level program will address public school needs and is being encouraged by ALSDE. As a testament to the need for middle-level educators, the proposal includes seven letters of support from the following education partners: Roanoke City Schools, Clay County School System, Talladega City Schools, Fort Payne City Schools, Piedmont City Schools, Anniston Middle School, and Attala City Schools.

Student Demand: Student demand projections were based on an institutional survey distributed to prospective students to solicit interest in a middle school teacher career and interest in attending JSU to earn this degree. 72% of those surveyed expressed an interest in a career as a middle school teacher and 60% indicated they would seek a middle-level educator degree from JSU.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 9

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 1

Current program faculty will teach the professional studies courses which include enrollment of middle-level program candidates in all teaching fields. Full-time education faculty specialists will teach the ESE 435 Teaching Social Studies in Middle-level Education methods course. JSU plans to hire an adjunct faculty member on a semester-by-semester basis, as needed. Part-time adjunct faculty will serve as supervisors for practicum and internship field experiences and will be compensated \$200.00 per practicum student and \$400.00 per student for internship supervision.

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: For the School of Education, JSU's Houston Cole Library provides a specialized librarian in the field of education that is primarily dedicated to assisting education faculty and teacher candidates. Additionally, the catalogs of other major Alabama academic libraries are available for online searching. The library subscribes to numerous databases, offering users online access to magazines, newspapers, journal citations and journal articles.

Program Budget: The proposal projected that \$34,000 in estimated new funds will be required to support the proposed program over the first seven years for additional adjunct faculty, as needed. The program is expected to generate a total of \$1,244,160 through tuition.

Attachment 3

Jacksonville State University
 Bachelor of Science in Education in Middle-Level General Social Studies (4-8)

Course Number and Title	Number of Credit Hours	* If New Course
REQUIRED GENERAL STUDIES CORE	41 hours	
EH 101 English Composition I	3	
EH 102 English Composition II	3	
EH 141 Oral Communication	3	
Literature course(s)	3-6	
Fine Arts course(s)	3-6	
HY 201 American History I	3	
HY 202 American History II	3	
GY 120 World Regional Geography	3	
PSC 100 Introduction to American Government	3	
Sciences with Labs	8	
MS 110 (or higher)	3	
STU 101 First Year Experience	0	
REQUIRED EDUCATION COURSES	45 hours	
FE ED 302 Intro Foundations to Teacher Education	3	
SPE 300 Survey of Exceptional Children and Youth	3	
ESE 329 Adolescent Development & Behavior	3	
RDG 330 Teaching Reading in Middle-Level Education	3	*
ESE 350 Design & Organization in Middle-Level Education	3	*
RGD 331 Literacy in Middle-Level Education	3	*
ESE 439 Classroom Management & Diversity in Middle-Level Education	3	*
ESE 444 Assessment	3	
ESE 304 Curriculum Planning & Learning Styles	3	
FE ESE 306 Practicum One	3	
ESE 435 Teaching Social Studies in Middle-Level Education	3	*
FE ESE 485 Practicum Two	3	
ED 495 Internship in Education	6	
ED 496 Reflective Practices in Education	3	

REQUIRED CONTENT AREA (GENERAL SOCIALSTUDIES)	42 hours	
HY 101 Western Civilization I	3	
HY 102 Western Civilization II	3	
HY 111 World History I	3	
HY 112 World History I	3	
HY 444 Alabama History	3	
HY 451 History of Early America	3	
PSC 101 Introduction to Political Science	3	
PSY 327 Child and Adolescent Development	3	
EC 224 Survey of Principles of Economics	3	
GY 220 Human Geography	3	
ESE 426 Teaching World History	3	
ESE 427 Teaching Government, Economics, and Geography	3	
ESE 428 Teaching American History	3	
ESE 429 Teaching Ancient History	3	
TOTAL PROGRAM HOURS	128	

DECISION ITEM: E-2f

Jacksonville State University, Bachelor of Science in Education in Middle-Level English Language Arts (4-8) (CIP 13.1305)

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 Middle-Level English Language Arts (4-8).

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 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 the program be approved for Class B certification by the Alabama State Board of Education (ALSBE).
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.

Jacksonville State University (JSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than 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 ALSBE has authorized the development of this program as the first to prepare candidates for Class B Certification in Middle-Level English Language Arts (4-8).
2. The proposed degree is designed to help address the ongoing teacher shortage in Alabama's public schools, especially in the middle grades.
3. The proposal includes seven letters of support from local education agencies attesting to the need for middle-level 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. Jacksonville State University proposal, dated March 12, 2021, 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: Jacksonville State University								
PROGRAM: Bachelor of Science in Education in Middle-Level English Language Arts (4-8) (CIP 13.1305)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
FACULTY	\$73,302	\$74,768	\$78,263	\$85,788	\$87,344	\$88,931	\$90,549	\$578,944
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	\$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	\$73,302	\$74,768	\$78,263	\$85,788	\$87,344	\$88,931	\$90,549	\$578,944
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	\$77,760	\$155,520	\$233,280	\$233,280	\$233,280	\$233,280	\$233,280	\$1,399,680
TOTAL	\$77,760	\$155,520	\$233,280	\$233,280	\$233,280	\$233,280	\$233,280	\$1,399,680
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	20	30	30	30	30	25
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	20	30	30	30	30	25
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	9	9	9	9	9

Attachment 2

Summary of Background Information

Jacksonville State University
Bachelor of Science in Education in Middle-Level English Language Arts (4-8)

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

Program Description: The BSEd in Middle-Level English Language Arts (4-8) is designed to prepare prospective middle-level teachers to demonstrate knowledge of reading; language use and vocabulary; writing, speaking, and listening; visual literacy; and English language arts instruction. The program leads to Alabama Class B (baccalaureate) educator certification in Middle-Level English Language Arts (4-8).

Student Learning Outcomes: The BSEd in Middle-Level English Language Arts (4-8) will prepare prospective middle-level teachers to demonstrate knowledge of the following:

1. Reading related to major works, authors, and contexts of United States, British, and World literature; literature-related knowledge; informational texts and rhetoric knowledge; visual texts and meaning sufficient.
2. Vocabulary acquisition and use to include use of affixes, context, and syntax to determine word meaning; use of print and digital materials to support correct language usage and appropriate vocabulary acquisition and use; appropriate for adolescents; variation in dialect and diction across regions, cultural groups, and time periods.
3. Writing, speaking, and listening to include conventions of standard English grammar, usage, syntax, and mechanics; distinct characteristics of various types of writing; effective delivery of a speech or presentation.
4. English Language Arts instruction to include use of the Alabama Course of Study - English Language Arts and other guides to provide instruction in reading and other language arts disciplines; a variety of techniques to diagnose reading difficulties and teach struggling readers to overcome those difficulties; research-based strategies for teaching adolescent reading; and research-based approaches to teaching components of writing.

Administration: The program will be administered by the School of Education, Dr. Janet Bavonese, Interim Dean; and the Department of Secondary Education, Dr. Emily Sims, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were sent to the Council of University Chief Academic Officers (CUCAO) for review. No responses were received.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed program would be the first ALSBE-approved middle-level English language arts education program in Alabama. The program has been offered in several of the 16 SREB states, such as Maryland, Florida, and Texas, where the program is called Middle Grades ELA Education (Grades 5-9). In preparation for teaching at the secondary level (grades 6-12), Auburn University currently offers a dedicated BS in English/Language Arts Education (CIP 13.1305), which is designed to prepare students for Class B Certification in English Language Arts (6-12).

Relationship to Existing Coursework: This program is one of four middle-level education programs being proposed by JSU. The program will share some coursework with JSU's existing BSEd in Secondary Education (CIP 13.1205) with Certification in English Language Arts (6-12). In addition, the program will draw upon upper-level content coursework from the existing BA in English (CIP 23.0101).

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

Accreditation: The JSU School of Education holds specialized accreditation through the Council for Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation of Teacher Education (NCATE). The proposed program will be included in JSU's next CAEP accreditation review cycle in 2027.

Professional Certification: Under the provisions of Alabama Administrative Code, Chapter 290-3-3, all baccalaureate, master's, and education specialist programs intended to prepare candidates for educator certification in Alabama must be authorized by the ALSBE and go through the Continuous Improvement in Educator Preparation (CIEP) process. On April 11, 2019, JSU received authorization from ALSBE to develop this BSEd in Middle-Level English Language Arts (4-8) program leading to Class B (baccalaureate) certification in Middle-Level English Language Arts (Grades 4-8). Following approval by ACHE, JSU will request full approval to begin offering the proposed BSEd. Graduates of the program will meet educational requirements for Class B certification.

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

Mode of Delivery: The BSEd courses will be delivered in-person. Students will also complete practicum and internship experiences off-site in an English language arts classroom.

Curriculum: The BSEd program will include at least 9 semester hours in the teaching of reading (strategies for analyzing reading difficulties and improving reading performance) and at least 24 semester hours of English language arts courses in the teaching field, spread across content to include literature, grammar (language use and vocabulary), writing, speaking, listening, and visual literacy.

Program Completion Requirements:	
Credit hours required in education courses	48
Credit hours in content area	39
Credit hours required in general studies core	41
Credit hours in required or free electives	N/A
Credit hours in required research	N/A
Total credit hours required for completion	128

Full-time students can complete this program in 8 semesters. The estimated completion time for part-time students is 16 semesters.

Work-Based Learning: Candidates will also complete two semesters of practicum experiences in an English Language Arts classroom. The first practicum will include 100 hours of middle-school field-based experiences. The senior practicum will include 150 hours of middle-school field-based experiences, which will involve a comprehensive Student Impact Study to assess candidates' instructional impact on student learning. For the final spring semester of the program, candidates will complete a 15-week internship in an English Language Arts classroom in a partner elementary school or middle school (grades 4-8). Each of these practicum and internship field experiences will systematically ensure that candidates have placements in diverse schools with diverse student populations.

Other Requirements: To complete the program and be recommended for Alabama Class B (baccalaureate) educator certification, students must fulfill the following requirements from the Alabama State Department of Education (ALSDE):

- Obtain a score at or above the state qualifying score on the Praxis Assessment Middle School English Language Arts (Test Code 5047). Currently, the qualifying score is 164.
- Obtain a score at or above the ALSDE established score on the edTPA assessment for Middle Childhood English Language Arts. Currently, the established cut score is 37.
- Obtain a GPA at or above 2.75 in the following areas: overall, teaching field (English Language Arts) courses, and Professional Studies (Education) courses.

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

- 1) Elementary School Teachers (SOC 25-2021)
- 2) Middle School Teachers (SOC 25-2022)

Elementary and middle school teachers both appear on the 2021 Statewide In-Demand Occupations List. With the current and continued shortage of classroom teachers, this middle-level program will address public school needs and is being encouraged by ALSDE. As a testament to the need for middle-level educators, the proposal includes seven letters of support from the following education partners: Roanoke City Schools, Clay County School System, Talladega City Schools, Fort Payne City Schools, Piedmont City Schools, Anniston Middle School, and Attala City Schools.

Student Demand: Student demand projections were based on an institutional survey distributed to prospective students to solicit interest in a middle school teacher career and interest in attending JSU to earn this degree. 72% of those surveyed expressed an interest in a career as a middle school teacher and 60% indicated they would seek a middle-level educator degree from JSU.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 11

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 1

Support Faculty—

Full-time: 0

Part-time: 0

Current program faculty will teach the professional studies courses which include enrollment of middle-level program candidates in all teaching fields. Full-time education faculty specialists will teach the methods course ESE 438 Teaching ELA in Middle-level Education. JSU plans to hire a full-time faculty member with specialization in reading, who will serve all four of JSU's planned middle-level programs. In addition, JSU will fire an adjunct faculty member on a semester-by-semester basis, as needed. Adjunct faculty may serve as supervisors for practicum and internship field experiences and will be compensated \$200.00 per practicum student and \$400.00 per student for internship supervision.

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: For the School of Education, JSU's Houston Cole Library provides a specialized librarian in the field of education that is primarily dedicated to assisting education faculty and teacher candidates. Additionally, the catalogs of other major Alabama academic libraries are available for online searching. The library subscribes to numerous databases, offering users online access to magazines, newspapers, journal citations and journal articles.

Program Budget: The proposal projected that \$578,944 in estimated new funds will be required to support additional faculty for the proposed program over the first seven years. The program is expected to generate a total of \$1,399,680 through tuition.

Attachment 3

Jacksonville State University
 Bachelor of Science in Education in Middle-Level English Language Arts (4-8)

Course Number and Title	Number of Credit Hours	* If New Course
REQUIRED GENERAL STUDIES CORE	41 hours	
EH 101 English Composition I	3	
EH 102 English Composition II	3	
EH 141 Oral Communication	3	
History course(s)	3-6	
Social & Behavioral Sciences course(s)	6-9	
Sciences with Labs	8	
MS 110 Finite Mathematics (or higher)	3	
EH 201 American Literature I	3	
EH 201 American Literature II	3	
DR 242 Introduction to the Theatre	3	
STU 101 First Year Experience	0	
REQUIRED EDUCATION COURSES	48 hours	
FE ED 302 Intro Foundations to Teacher Education	3	
SPE 300 Survey of Exceptional Children and Youth	3	
ESE 329 Adolescent Development & Behavior	3	
RDG 330 Teaching Reading in Middle-Level Education	3	*
ESE 350 Design & Organization in Middle-Level Education	3	*
RDG 331 Literacy in Middle-Level Education	3	*
RDG 340 Reading Diagnosis in Middle-Level Education	3	*
ESE 439 Classroom Management & Diversity in Middle-Level Education	3	*
ESE 444 Assessment	3	
ESE 304 Curriculum Planning & Learning Styles	3	
FE ESE 306 Practicum One	3	
ESE 438 Teaching ELA in Middle-Level Education	3	*
FE ESE 485 Practicum Two	3	
ED 495 Internship in Education	6	
ED 496 Reflective Practices in Education	3	

REQUIRED CONTENT AREA (ELA)	39 hours	
EH 203 Survey of English Literature I	3	
EH 204 Survey of English Literature II	3	
EH 231 World Literature I	3	
EH 232 World Literature II	3	
EH 251 Introduction to Creative Writing	3	
EH 307 English Grammar	3	
EH 349 The Literature of Young Adults	3	
EH 372 The Graphic Novel	3	
EH 408 Theory of Composition	3	
EH 409 The Art of the Film	3	
COM 200 Introduction to Mass Communication	3	
ESE 433 Teaching Literature	3	
ESE 434 Teaching Writing	3	
TOTAL PROGRAM HOURS	128	

DECISION ITEM: E-3

University of Alabama, Bachelor of Science in Manufacturing Systems Engineering (CIP 14.3601)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science (BS) in Manufacturing Systems Engineering.

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

Implementation Date: The proposed program will be implemented in Fall 2022. Based on Commission policy, the proposed program must be implemented by September 13, 2024, 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 2023-24 will be at least 35, based on the proposal.
2. That the annual average number of graduates for the period 2025-26 through 2028-29 (four-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and/or acceptance into a graduate program.

University of Alabama (UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2029.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed program is designed to prepare graduates for industrial leadership positions in manufacturing and automotive companies across Alabama, including Mercedes Benz U.S. International, Inc.; Hyundai Motor Manufacturing Alabama; Boeing; Lockheed Martin; Raytheon; and Airbus.
2. Students will have the option to complete the degree either in-person or online, which will enable working students to earn their degree while remaining employed in industry.
3. The proposed program is designed to retain engineering majors who are interested in manufacturing and operations management.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama proposal, dated February 5, 2021. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Alabama								
PROGRAM: Bachelor of Science in Manufacturing Systems Engineering (CIP 14.3601)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	\$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								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$425,000	\$850,000	\$1,300,000	\$1,770,000	\$2,260,000	\$2,770,000	\$3,500,000	\$12,875,000
TOTAL	\$425,000	\$850,000	\$1,300,000	\$1,770,000	\$2,260,000	\$2,770,000	\$3,500,000	\$12,875,000
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	40	60	80	100	120	150	91.67
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	40	60	80	100	120	150	91.67
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	20	20	25	30	50	65	35
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	5	10	20	35	17.5

Attachment 2

Summary of Background Information

University of Alabama
Bachelor of Science in Manufacturing Systems Engineering

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

Program Description: Offered by the Department of Mechanical Engineering in collaboration with other departments within the College of Engineering and the Culverhouse College of Business, the proposed BS program in Manufacturing Systems Engineering will provide students with the skills and knowledge needed for successful careers in manufacturing systems and processes and their practical applications ranging from manufacturing processes to cyber-physical systems. Manufacturing systems engineering deals with the acquisition, development, and implementation of science and engineering principles to added-value activities needed for the manufacturing of tangible goods. These added-value activities involve, among other things, raw material transformation, cyber-physical technologies, and industrial processes.

Student Learning Outcomes: Learning outcomes of the BS in Manufacturing Systems Engineering program are aligned with the seven outcomes prescribed by the Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology (ABET):

1. Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
2. Ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;
3. Ability to communicate effectively with a range of audiences;
4. Ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
5. Ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
6. Ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions; and
7. Ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Administration: The program will be administered by the College of Engineering, Dr. Charles Karr, Dean; and the Department of Mechanical Engineering, Dr. Nader Jalili, 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 to the proposed program, with no major concerns raised.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The Academic Program Inventory does not have any existing programs at CIP 14.3601 (Manufacturing Engineering). Several institutions offer baccalaureate programs at the following related CIP codes:

- CIP 14.1901 (Mechanical Engineering): Alabama A&M University, Auburn University, University of Alabama at Birmingham, University of Alabama in Huntsville, University of South Alabama
- CIP 14.1801 (Materials Engineering): Auburn University, University of Alabama at Birmingham
- CIP 14.3501 (Industrial Engineering): Auburn University, University of Alabama in Huntsville
- CIP 15.0613 (Applied Manufacturing Engineering): Jacksonville State University

Relationship to Existing Coursework: The proposed program will share some coursework with UA's existing BSME in Mechanical Engineering (CIP 14.1901) and BSAE in Aerospace Engineering (CIP 14.0201). UA also offers graduate degrees in these related fields.

Collaboration: UA plans to explore collaborative efforts (i.e., distance courses, joint capstone projects, and regular technical seminars) with Alabama A&M University, Tuskegee University, the University of Alabama at Birmingham, and the University of Alabama in Huntsville. In the future, a multi-institutional effort between The University of Alabama, Wallace State Community College (Selma), Alabama A&M University, the University of West Alabama, and Troy University will be pursued to implement a two-year, post-secondary workforce development program to prepare students for joining the industrial workforce (e.g., automotive, aviation, steel-making, etc.) or for transferring to four-year institutions to continue their studies in engineering, computer science, or other STEM-related disciplines.

Admissions: The program has no special admission requirements.

Mode of Delivery: Delivery format for the proposed program will be similar to the BSME in Mechanical Engineering, which is currently offered both 100% in-person and 100% online (not hybrid). Distance education students will complete some laboratory coursework in person, three or four times throughout the semester, at UA's main campus in Tuscaloosa or at UA's Gadsden Center in Gadsden, Alabama.

Curriculum: UA plans to develop 6 new courses for the proposed program: MFE 332 Quality Control, MFE 342 Fundamentals of Materials Processing, MFE 385 Metrology, MFE 489 Manufacturing Engineering Design 1, MFE 490 Manufacturing Engineering Design 2, MFE 485 Modern Manufacturing Practices, MFE 473 Discrete Simulation of Manufacturing Systems, and MFE 442 Advanced Materials Science and Additive Processes.

Program Completion Requirements:	
Credit hours required in program courses	35
Credit hours in general education or core curriculum	42
Credit hours required in support courses	35
Credit hours in required or free electives	13
Credit hours in required research	N/A
Total credit hours required for completion	125

Full-time students will be able to complete the program in 8 semesters, while the length of time needed for part-time students will vary.

Work-Based Learning: Students will complete senior design projects in MFE 489 Manufacturing Engineering Design 1 or MFE 490 Manufacturing Engineering Design 2 classes. Students will also have the opportunity to complete internships with the Alabama Productivity Center (APC), a non-profit organization that focuses on the enhancement of productivity and quality within Alabama businesses and the state's industry.

Accreditation: UA intends to pursue specialized accreditation for the proposed program through ABET's Engineering Accreditation Committee.

Professional Licensure: No additional training, education, or certifications are required for entry-level employment. Graduates will be equipped with the technical and professional expertise in advanced manufacturing, materials science, autonomous industrial hardware, and machine learning paradigms required for entry-level employment. Professional and technical licensures and certifications may become optional components of the curriculum in the future.

Industry Need: According to the Bureau of Labor Statistics, employment of manufacturing-related engineers is projected to grow somewhere between 5% and 8% in the next decade. Alabama has a strong and growing manufacturing sector, especially in automotive and aerospace industries. The proposed BS program is designed to prepare graduates for employment in the following occupations:

- 1) Industrial engineers (SOC 17-2112, included on the 2021 Statewide In-Demand Occupations List)
- 2) Mechanical engineers (SOC 17-2141, included on the Region 1 In-Demand Occupations List)
- 3) Materials engineers (SOC 17-2131, included on the Region 1 In-Demand Occupations List)

In addition, graduates of the proposed will be prepared to pursue master's or doctoral studies in various engineering fields, including mechanical engineering, metallurgy engineering, and industrial engineering, as well as in business administration. Graduates will also be prepared for industrial leadership positions in manufacturing and automotive companies across Alabama, including Mercedes Benz U.S. International, Inc.; Hyundai Motor Manufacturing Alabama; Honda Manufacturing of Alabama, LLC; Mazda Toyota Manufacturing USA; Boeing; Lockheed Martin; Raytheon; Airbus; and GE Aviation.

Student Demand: The related program in Mechanical Engineering is the largest undergraduate major in UA's College of Engineering. In 2019, a survey was distributed to over 1,650 Mechanical Engineering majors, with about 500 unique responses collected. Almost half of these students indicated strong interest in having a manufacturing degree at UA. In addition, the College of Engineering Office of Student Services determined that approximately 100 students per year leave engineering, primarily for business majors in Management Information Systems, Operations Management, and Management. This new program is designed to help retain of these students in the College of Engineering.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 22

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

UA will support the program with 8 primary and 10 support faculty from the Department of Mechanical Engineering, along with 6 support faculty from other engineering departments, and 6 support faculty from the Culverhouse 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: As part of the Alabama Initiative of Manufacturing Development and Education (Alabama IMaDE), UA's College of Engineering has already invested in a state-of-the-art advanced manufacturing facility, which will also support this program. Directly adjoined to the primary manufacturing facility in Paty Hall, a new educational facility (under construction) will enable hands-on project-based learning in robotic manufacturing as well as programming, operating, and implementing automation systems such as programmable logic controllers (PLCs).

Library: The UA Libraries provide comprehensive access to engineering literature, reference materials, and data tools for undergraduate students. As the Department of Mechanical Engineering proposes the addition of a new BS in Manufacturing Systems Engineering, faculty liaisons through the Rodgers Library for Science and Engineering have compiled a list of relevant resources available to support students in this new program, including bibliographic electronic databases (approximately 600), reference books and material properties collections (AccessEngineering, Knovel, and SpringerMaterials), periodicals (including ACM Digital Library and AHS International: Vertical Flight Society among others), and access to engineering standards (ASTM Complete, IEEE Xplore Digital Library and ILI Standards Infobase). In addition to the resources listed, UA Libraries provide direct service for on-campus and distance learning students through access to science information literacy instruction and research consultations with dedicated subject librarians.

Program Budget: The proposal projected that no new funds will be required to support the program over the first seven years. The program is expected to generate a total of \$12,875,000 through tuition.

Attachment 3

University of Alabama
 Bachelor of Science (BS) in Manufacturing Systems Engineering

Course	Title	Credit Hours	Category
Core Curriculum		42 credit hours	
EN 101	English Composition 1	3	FC
EN 102	English Composition 2	3	FC
HU/L/FA electives*	Area II	9	HU/L/FA
SB/HI electives*	Area IV	9	HI/SB
PH 105	General Physics with Calculus I (with lab)	4	N
PH 106	General Physics with Calculus 2 (with lab)	4	N
MATH 125	Calculus I	4	MA
ME 349	Engineering Analysis	3	C
ME 483	Computer Aided Manufacturing	3	C
MFE 342**	Fundamentals of Materials Processing	3	W
MFE 332**	Quality Control	3	W

* a student must have a 2-course depth study in either HU/L/FA or in SB/HI

** these are new courses whose course proposals need to be submitted

Support Courses	35 credit hours	
CH 101	General Chemistry 1 (with lab)	4
ME 121	Introduction to Mechanical Engineering	1
ENGR 103	Engineering Foundations	3
MATH 126	Calculus 2	4
ENGR 161	Small-Scale Engineering Graphics	1
AEM 201	Statics	3
MATH 227	Calculus 3	4
ME 215	Thermodynamics 1	3
MTE 271	Engineering Materials: Structures and Properties	3
MATH 238	Applied Differential Equations I	3
AEM 311 or 264	AEM 311 - Fluid Mechanics OR AEM 264 - Dynamics	3
ECE 320	Fundamentals of Electrical Engineering	3
Major Courses	35 credit hours (this includes 6 credit h	
GES 400	Engineering Statistics	3
AEM 250	Mechanics of Materials 1	3
AEM 251	Mechanics of Materials 1 Lab	1
ME 383	Modern Manufacturing Processes	3
MFE 385**	Metrology	4
MFE 489**	Manufacturing Engineering Design 1 (Or Projects Lab/Internship***)	3
MFE 490**	Manufacturing Engineering Design 2 (Or Projects Lab/Internship***)	3
MFE 485**	Modern Manufacturing Practices 2	3
MFE 473**	Discrete Simulation of Manufacturing Systems	3
MFE 442**	Advanced Materials Science & Additive Processes	3

(The minimum major hours are 30)

Required Electives	13 credit hours	
Science Electives	see list	4
MFE Electives	see list	9

Approved Science Electives for BS in Manufacturing Systems Engineering

	Hours	* If New Course
AY 101 Intro to Astronomy, with AY 102 Intro to Astronomy Lab 1	4	
AY 203 Observational Astronomy, with AY 204 Solar System Astronomy	5	
BSC 108 Introduction to Biology for Non-Majors I	4	
BSC 109 Introduction to Biology for Non-Majors II	4	
BSC 114 Principles of Biology I, with BSC 115 Laboratory Biology I I	4	
BSC 118 Honors General Biology I	4	
CH 102 General Chemistry II	4	
CH 118 Honors General Chemistry II	4	
GEO 101 The Dynamic Earth	4	
GEO 102 The Earth through Time	4	
GEO 105 Sustainable Earth	4	
GY 101 Atmospheric Processes and Patterns	4	
GY 102 Earth Surface Processes	4	
GY 207 Field Water and Climate	4	
PH 253 Intro Modern Physics, with PH 255 Modern Physics Lab I	4	

DECISION ITEM: E-4a

University of Alabama in Huntsville, Doctor of Philosophy in Chemistry (CIP 40.0599)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Doctor of Philosophy (PhD) in Chemistry.

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

Implementation Date: The proposed program will be implemented in Fall 2022. Based on Commission policy, the proposed program must be implemented by September 13, 2024, 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 2023-24 will be at least 4.2, based on the proposal.
2. That the annual average number of graduates for the period 2025-26 through 2028-29 (four-year average) will be 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on graduates' employment.

The University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program to include information on employment outcomes for graduates, in a report submitted to the Commission no later than September 1, 2029.

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 UAH PhD in Chemistry (CIP 40.0599) is an innovative research doctorate with three pathways: academic, entrepreneur, and executive. The entrepreneur and executive pathways have been developed to align with the needs of business and industry for advanced professionals in chemicals.
2. The chemicals industry is Alabama's second largest, with over \$2 billion in annual exports. There are more than 200 chemical companies in the state, with at least 30 companies in the vicinity of UAH.
3. The program proposal includes letters of support from the following partners: Daikin America, CFRDC, Southern Methodist University/NSF, Jacksonville State University, Martin Luther University (Germany), UAH Invention to Innovation Center (12C), Alabama Space Grant Consortium, and the UAH Propulsion Research Center.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama in Huntsville proposal, dated November 23, 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 Alabama in Huntsville								
PROGRAM: PhD in Chemistry (CIP 40.0599)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	TOTAL
FACULTY	\$119,700	\$122,094	\$124,536	\$127,027	\$129,567	\$132,158	\$134,802	\$889,884
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	\$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	\$119,700	\$122,094	\$124,536	\$127,027	\$129,567	\$132,158	\$134,802	\$889,884
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	TOTAL
REALLOCATIONS	\$119,700	\$122,094	\$124,536	\$127,027	\$129,567	\$132,158	\$134,802	\$889,884
EXTRAMURAL	\$0	\$0	\$0	\$28,496	\$28,496	\$56,992	\$56,992	\$170,976
TUITION	\$0	\$28,496	\$28,496	\$28,496	\$56,992	\$56,992	\$56,992	\$256,484
TOTAL	\$119,700	\$150,590	\$153,032	\$184,019	\$215,055	\$246,142	\$248,786	\$1,317,324
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	5	8	11	12	14	16	11
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	1	1	2	2	1.5
TOTAL HEADCOUNT	Year 1 - No data reporting required	5	8	12	13	16	18	12
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	3	3	3	5	6	5	4.2
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	2	3	3	3	2.75

Attachment 2

Summary of Background Information

University of Alabama in Huntsville
Doctor of Philosophy in Chemistry

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

Program Description: Offered by the Department of Chemistry in UAH's College of Science, the proposed PhD in Chemistry will provide graduates with three pathways: "academic," "entrepreneur," and "executive." The academic path will provide students a traditional PhD experience with flexibility through a choice of core chemistry courses and individual, mentored courses. The entrepreneur path will provide skills and training associated with small to medium enterprises and start-ups. This program includes a Graduate Certificate in Technology & Innovation Management. The executive path is aimed at training for large industry and multinationals and includes a certified MBA. The proposed paths within this PhD program are not a simple PhD + MBA combination as found in a few other universities nationally; rather, the chemistry research is integrated within the non-chemistry coursework.

Student Learning Outcomes: Learning outcomes of the PhD in Chemistry include the following abilities:

1. Getting an Answer and Knowing It's the Right Answer: Begin with an appreciation of the significance of a problem; employ an approach based upon experiment and/or theory to achieve a solution; know how to test the solution against other known facts; have the confidence to report the solution in scientific journals and apply to the solution of other scientific and engineering problems.
2. Distinguish a Solution Seeking a Problem from a Problem Seeking a Solution: Many of the problems worked on in academia involve the former, but if a discovery has no applications, it remains a novelty. By contrast, a problem seeking a solution is the norm in industry and is tightly constrained by what the market will bear, by environmental considerations, and by the limitations of the materials available.
3. Understanding of Management, Finance and Accounting: These are the three pillars of business organization and often find themselves in conflict with the needs and the results of scientific innovation. Students pursuing the entrepreneur and executive paths will gain a firm understanding of business principles as they relate to the student's chemistry research.
4. Communication and Teaching: Communication in the industrial setting and teaching in the academic setting both strive to convince an audience of the worthiness of problems and the correctness of solutions. Students will be taught how to talk on their feet, with pedagogical instruction in communicating data through writing and audio-visual presentations. Special attention will be given to the writing when they compose their research.
5. Business and Scientific Ethics: Government regulations, laws, and legal precedents circumscribe business transactions and will be discussed in the courses in the entrepreneur and executive paths. Students will learn scientific ethics through one-on-one association with their dissertation advisors and by serving as first author in charge of submitting an article to a scientific journal and getting it published.
6. Lateral Thinking and Innovative Thought: Both business and scientific research require logical thinking, as well as lateral thinking, the latter of which refers to the insight necessary to cope with problems where data is missing. This program includes formal coursework that teaches how these two modes of thought can be successfully applied. Students pursuing the entrepreneur path coursework will be introduced to the lines of thought that have proved successful in businesses at the scale typical of small and medium enterprises and start-ups.

Administration: The program will be administered by the College of Science, Dr. Rainer Steinwandt, Dean; and the Department of Chemistry, Dr. John Foster, 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 to the proposed program. Two institutions indicated support for the innovative program, while the third expressed concern about the content of the non-academic tracks.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: Auburn University, the University of Alabama, and the University of Alabama at Birmingham offer a more traditional PhD in Chemistry at CIP 40.0501. Because of the integrated business and applied chemistry paths, the proposed program is more appropriately placed at CIP 40.0599 (Chemistry, other). It is worth noting that the University of South Alabama was recently approved for an interdisciplinary PhD in Chemical and Biomolecular Engineering (CIP 14.0702) based on market need for the chemicals industry.

Relationship to Existing Programs: UAH currently offers a BS and MS in Chemistry (CIP 40.0501) through its College of Science. The entrepreneur path will require coursework from the existing Graduate Certificate in Technology and Innovation Management (CIP 52.0201), offered by the College of Business. The executive path will require coursework from the College of Business's MBA program (CIP 52.0201).

Collaboration: The proposed PhD program is designed in collaboration with industry, and the program proposal included letters from the following industry partners: CFD Research and Daikin America. In addition, the proposed program will rely on internal collaborations with the following units at UAH, who also offered letters of support: UAH College of Business, the Invention to Innovation Center (I²C), the Propulsion Research Center, and the Alabama Space Grant Consortium.

Accreditation: UAH's Department of Chemistry and its undergraduate degree program have been approved by the American Chemical Society (ACS) Committee on Professional Training, which has established guidelines for quality bachelor's degree programs in chemistry.

Admissions: Applicants must satisfy both graduate and departmental specific requirements for entry. Academic path applications will be reviewed by chemistry faculty. Entrepreneurship path applicants will be assessed by a committee comprised of chemistry and business faculty, as well as staff from UAH's Invention to Innovation Center, a resource for emerging technology companies. A committee comprised of chemistry and business faculty will consider applications for executive path applicants. This path is ideally suited to applicants with an existing graduate degree in a relevant scientific or engineering field and/or significant experience in the chemical industries.

Mode of Delivery: Coursework will be delivered through a combination of in-person research/laboratory and distance learning, especially within the entrepreneur and executive paths. A number of courses for this path are already available for distance learning; other graduate courses offered by the Department of Chemistry and College of Business will be developed for distance learning.

Curriculum: Three new courses will be developed for the program: 'Technical Project and Program Management', 'Managing the Stages of New Product Development', and 'Entrepreneurship and Innovation Management'. These courses will have a heavy involvement with industry colleagues who have expressed a desire to collaborate with academia by participating in the teaching of these courses. Similarly, the course 'Innovation and Entrepreneurship' includes an immersive experience with the UAH Invention to Innovation Center (I²C).

Program Completion Requirements:

Credit hours required in program core courses

21

Credit hours required in support courses

N/A

Credit hours in program option	27-33
Credit hours in thesis/dissertation	18 minimum
Total credit hours required for completion	66-72 hours

The proposed PhD is unique in that it has 3 pathways: academic, entrepreneur, and executive. Across all options, 21 credit hours of core coursework must be completed, including 12 credit hours of core chemistry (selected from physical, organic, inorganic, biochemistry, analytical, and polymer science); 6 hours of CH700: Current Topics in Chemistry; and 3 hours of chemistry electives. Students in all pathways will be expected to participate in CH780 Chemistry Seminars each semester, though credits will not count toward degree requirements. Per UAH policy, a minimum of 18 credit hours of dissertation (CH799) must be completed.

- **Academic path (66 hours):** Option consisting of coursework and research comparable to traditional PhD programs. In this option, students complete 27 credit hours of core chemistry and 21 hours of electives. It is recommended that students complete three related business courses: New Ventures Strategies (MGT505), Technology & Innovation Management (MGT601) and New Product Development (MKT604).
- **Entrepreneur path (66 hours):** Option with the integration of business and management courses supporting the student's research. Ideal for students interested in employment with small and medium enterprises or start-ups. In this option, students complete 30 credit hours of chemistry coursework and 18 credit hours of business coursework for the integrated Graduate Certificate in Technology & Innovation Management.
- **Executive path (72 hours, including MBA):** Option with the integration of business and management courses supporting the student's research. Ideal for students with interests in employment with large multinational companies, as well as career development for existing employees. In this option, students complete 21 credit hours of chemistry coursework and 33 credit hours for the certified Masters of Business Administration (MBA).

Full-time students can complete the program in eight semesters. Part-time students can complete in 16 semesters.

Other Requirements: Students must take the necessary chemistry core courses and qualify; identify a research field and advisor; pass the qualifying examination; pass the annual examinations; and complete and defend a research dissertation.

Industry Need: UAH is situated amidst a world-class hub of industry and research in a state where the chemical industry is its second largest exporter (Alabama Department of Commerce). The Bureau of Labor Statistics reports 700 chemists employed in Alabama compared to 1,270 in Georgia and 1,240 in Tennessee (2019). According to the Alabama Department of Commerce, over \$2.6 billion of chemicals are manufactured in the state annually and constitute Alabama's second largest export (2019). There are more than 200 chemical companies in the state, currently employing over 10,000 people. At least 30 companies have plants and/or laboratories in the vicinity of UAH, including BASF, Daikin America, and Exxon Mobil. In addition, nearby Redstone Arsenal has a pressing need for doctoral-level chemists in the area of materials synthesis for its projects with the US Department of Defense and the National Aeronautics and Space Administration.

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) Industrial Production Managers (SOC 11-3050, included on the 2021 Statewide In-Demand Occupations List)
- 2) Chemists and Materials Scientists (SOC 19-2030, included on the 2021 Region 1 In-Demand Occupations List)
- 3) Natural Sciences Managers (SOC 11-9120)

Student Demand: Student demand for a PhD program in Chemistry was evaluated using anonymous surveys of UAH graduates and undergraduates (2019). There is a clear demand on the part of current UAH graduate students for a doctoral degree in chemistry, with 81% reporting the institution should offer a PhD and 60% saying they would have preferred a PhD over their current degree program. Similarly, 91% of current UAH undergraduate chemistry majors who responded to the anonymous survey think the Department should offer a PhD in Chemistry, all of whom were considering a graduate degree; 65% expressed an interest in chemistry and 80% in biochemistry.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 10

Part-time: 3

Support Faculty—

Full-time: 3

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

The UAH Department of Chemistry has faculty with expertise in the chemical, biochemical, and material fields. The Department plans to hire an experienced associate professor with a PhD in the chemical or biochemical sciences. Candidates should have demonstrated successful records in research and graduate supervision.

Assistantships: In total, 9 assistantships will be available for students in the program, though these are already funded and do not represent new expenses. The Department will prioritize allocation of its Graduate Teaching Assistantships to applicants for the new PhD program. As grant and contractual agreements with the Redstone Arsenal and with industry develop, the students will be transitioned onto Graduate Research Assistantships and individual non-UAH scholarships.

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

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

Library: The UAH library has an extensive technical book collection inherited over the years from the Redstone Arsenal Technical Library, an interlibrary loan service, as well as online databases from The American Chemical Society (ACS), Springer, and others. The library annually solicits the faculty for the recommendations for new additions.

Program Budget: The proposal projected that \$889,884 in estimated new funds will be required to support the proposed program over the first seven years. This will cover the expenses for a new full-time associate professor. A total of \$1,317,324 will be available through reallocations, extramural funds and tuition.

Attachment 3

University of Alabama in Huntsville
 Doctor of Philosophy in Chemistry

Academic PhD Path: Typical Curriculum

Course Number and Title	Number of Credit Hours	* If New Course
Year 1: Fall		
CH521 Chemical Instrumentation	4	
CH561 Biochemistry I	3	
CH700 Current Topics in Chemistry	3	
CH780 Chemistry Seminars	1	
Year 1: Spring		
CH633 Organic Structure Determination	4	
CH562 Biochemistry II	3	
CH700 Current Topics in Chemistry	3	
CH780 Chemistry Seminars	1	
Year 2: Fall		
MGT601 Tech & Innovation Management	3	
CH600 Advanced Inorganic Chemistry	3	
CH700 Current Topics in Chemistry	3	
CH780 Chemistry Seminars	1	
Year 2: Spring		
MKT604 New Product Development	3	
CH700 Current Topics in Chemistry	3	
CH700 Current Topics in Chemistry	3	
CH780 Chemistry Seminars	1	
Year 3: Fall		
MTS601 Nature of Materials I	3	
MGT505 New Ventures Strategies	3	
CH700 Current Topics in Chemistry	3	
CH780 Chemistry Seminars	1	
Year 3: Spring		
MTS602 Nature of Materials II	3	
CH799 Dissertation	6	
CH780 Chemistry Seminars	1	
Year 4: Fall		
CH799 Dissertation	9	
CH780 Chemistry Seminars	1	
Year 4: Spring		
CH799 Dissertation	9	
CH780 Chemistry Seminars	1	
Total Credit Hours for PhD in Chemistry – Academic Path	66	

Entrepreneur PhD Path: Typical Curriculum

Course Number and Title	Number of Credit Hours	* If New Course
Year 1: Fall		
CH521 Chemical Instrumentation	4	
CH561 Biochemistry I	3	
INV/CHxxx Innovation and Entrepreneurship I	3	*
CH780 Chemistry Seminars	1	
Year 1: Spring		
CH633 Organic Structure Determination	4	
CH562 Biochemistry II	3	
CH700 Current Topics in Chemistry	3	
CH780 Chemistry Seminars	1	
Year 2: Fall		
MGT601 Tech & Innovation Management	3	
INV/CHxxx Innovation and Entrepreneurship II	3	*
MKT606 Marketing in a High Technology Environment	3	
CH780 Chemistry Seminars	1	
Year 2: Spring		
MKT604 New Product Development	3	
MGT640 Principles of Project Management	3	
CH700 Current Topics in Chemistry	3	
CH780 Chemistry Seminars	1	
Year 3: Fall		
MGT631 Human Resource Management & Organizational Behavior	3	
CHxxx Research Techniques & Technologies	3	
INV/CHxxx Safety Management, Regulations & Ethics	3	*
CH780 Chemistry Seminars	1	
Year 3: Spring		
MGT629 Leadership: Theory & Practices	3	
CH799 Dissertation	3	
CH799 Dissertation	3	
CH780 Chemistry Seminars	1	
Year 4: Fall		
CH799 Dissertation	9	
CH780 Chemistry Seminars	1	
Year 4: Spring		
CH799 Dissertation	9	
CH780 Chemistry Seminars	1	
Total Credit Hours for PhD in Chemistry – Entrepreneur Path	66	

Executive PhD Path: Typical Curriculum

Course Number and Title	Number of Credit Hours	* If New Course
Year 1: Fall		
CH521 Chemical Instrumentation	4	
ECN600 Foundations of Economics	3	
ACC600 Foundations of Accounting for Managers and Engineers	3	
CH780 Chemistry Seminars	1	
Year 1: Spring		
CH633 Organic Structure Determination	4	
MGT629 Leadership: Theory & Practices	3	
CH700 Current Topics in Chemistry	3	
CH780 Chemistry Seminars	1	
Year 2: Fall		
MSC600 Quantitative Methods	3	
CH700 Current Topics in Chemistry	3	
CH561 Biochemistry I	3	
CH780 Chemistry Seminars	1	
Year 2: Spring		
FIN601 Financial Decisions under Uncertainty	3	
MSC605 Operations Management	3	
CH562 Biochemistry II	3	
CH780 Chemistry Seminars	1	
Year 3: Fall		
ECN626 Managerial Econ & Technology	3	
MKT604 New Product Development	3	
CH799 Dissertation	3	
CH780 Chemistry Seminars	1	
Year 3: Spring		
ACC602 Managerial Accounting	3	
MKT601 Marketing Strategy	3	
CH799 Dissertation	3	
CH780 Chemistry Seminars	1	
Year 4: Fall		
MGT698 Strategic Management	3	
MGT622 Managing Human Capital	3	
CH799 Dissertation	3	
CH780 Chemistry Seminars	1	
Year 4: Spring		
CH799 Dissertation	9	
CH780 Chemistry Seminars	1	
Total Credit Hours for PhD in Chemistry - Executive Path	72	

DECISION ITEM: E-4b

University of Alabama in Huntsville, Bachelor of Science in Engineering Technology (CIP 15.0000)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science (BS) in Engineering Technology.

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

Implementation Date: The proposed program will be implemented in Spring 2022. Based on Commission policy, the proposed program must be implemented by January 13, 2024, 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 2023-24 will be at least 10, based on the proposal.
2. That the annual average number of graduates for the period 2023-24 through 2028-29 (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 gain accreditation through the Engineering Technology Accreditation Committee of the Accreditation Board for Engineering and Technology (ABET), or show substantial progress toward specialized accreditation.
4. That the existing BS/BA in Professional Studies (CIP 30.9999) continue to produce enough graduates to meet its minimum viability requirements.
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.

The University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2029.

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. BS in Engineering Technology graduates will be employable in a number of areas including field engineer, test engineer, engineering technician, designer, drafter, information technology, and management.
2. This program will offer a pathway for students that may be interested in engineering and technology careers but prefer a more application-based option with lower math and physics requirements than the typical engineering curriculum.
3. The program will pursue specialized accreditation through the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), and it has the support of UAH's College of Engineering.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama in Huntsville proposal, dated March 2021. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Alabama in Huntsville								
PROGRAM: Bachelor of Science in Engineering Technology (CIP 15.0000)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	TOTAL
FACULTY	\$121,400	\$138,828	\$141,605	\$159,437	\$162,626	\$180,879	\$184,497	\$1,089,272
STAFF	\$33,250	\$33,915	\$34,593	\$35,285	\$35,991	\$35,711	\$37,445	\$246,190
EQUIPMENT	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$63,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$56,000
TOTAL	\$171,650	\$189,743	\$193,198	\$211,722	\$215,617	\$233,590	\$238,942	\$1,454,462
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	TOTAL
REALLOCATIONS	\$98,330	\$62,793	\$22,118	\$16,202	\$0	\$0	\$0	\$199,443
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$73,320	\$126,950	\$171,080	\$195,520	\$219,960	\$244,400	\$268,840	\$1,300,070
TOTAL	\$171,650	\$189,743	\$193,198	\$211,722	\$219,960	\$244,400	\$268,840	\$1,499,513
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	11	14	16	18	20	22	16.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	4	7	8	9	10	11	8.2
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	21	24	27	30	33	25
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	6	8	7	12	13	14	10
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	2	4	9	10	11	12	8

Attachment 2

Summary of Background Information

University of Alabama in Huntsville
Bachelor of Science in Engineering Technology

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

Program Description: Offered by the College of Professional Studies, the proposed BS in Engineering Technology will expand the existing concentration in engineering technology within the BS in Professional Studies (CIP 30.9999) to a standalone degree. UAH recognizes the need to offer related degrees for students that may be interested in STEM careers but prefer a more application-based option with lower math and physics requirements than the average engineering curriculum. The BS in Engineering Technology is also designed to provide a pathway for AAS degree holders to apply their training to a baccalaureate degree.

Student Learning Outcomes: Learning outcomes of the BS in Engineering Technology program are based on outcomes necessary for accreditation through ABET's Engineering Technology Accreditation Commission. Graduates must demonstrate they are able to do the following:

1. Apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly defined engineering problems appropriate to the discipline.
2. Design systems, components, or processes meeting specified needs for broadly defined engineering problems appropriate to the discipline.
3. Apply written, oral, and graphical communication in broadly defined technical and non-technical environments; and identify and use appropriate technical literature.
4. Conduct standard tests, measurements, and experiments and analyze and interpret the results to improve processes.
5. Function effectively as a member, as well as a leader, on technical teams.
6. Understand and be able to apply design considerations appropriate to the discipline and degree level such as industry and engineering codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations, and society.

Administration: The program will be administered by the College of Professional Studies, Dr. Karen Clanton, Dean; and Dr. Alisa Henrie, Program Director.

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 to the proposed program, with no major objections raised.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Similar Programs: The University of West Alabama and the University of North Alabama also offer a BS in Engineering Technology with CIP 15.0000. Jacksonville State University offers more content-specific programs in Applied Manufacturing Engineering (CIP 15.0613) and Applied Electronics Engineering (CIP 15.0303).

Relationship to Existing Coursework: UAH currently offers an engineering technology concentration as part of the BS in Professional Studies (CIP 30.9999). The proposed program would become a standalone program offered through the College of Professional Studies. In addition, UAH offers a significant number of undergraduate engineering programs through its College of Engineering. The proposal for the BS in Engineering Technology included a letter of support from UAH's Dean of Engineering.

Collaboration: UAH is currently collaborating with regional community colleges to build clear pathways from related two-year technical degrees into the existing engineering technology concentration. These efforts will be expanded and formalized for the new degree through regional workforce development initiatives.

Admissions: The program has no special admission requirements. UAH's College of Professional Studies accepts credits awarded from regionally accredited institutions. Credits transferred in from an accredited junior, community, or two-year institution can be applied for up to 50% (60 hours) of the degree requirements. Credits transferred in from an accredited four-year institution can be applied for up to 75% (90 hours) of the degree requirements. Transfer credit may also include approved military training.

Mode of Delivery: Current engineering technology courses are offered either fully online or in a hybrid format. The hybrid format meets one night a week in the classroom/lab, with the other 50% provided online. The new BS in Engineering Technology would follow the same model as the concentration. Each course will be available in a fully online format, with a mixture of synchronous and asynchronous options. Approximately 75% of the courses will also be available in a hybrid format.

Curriculum:

Program Completion Requirements:	
Credit hours required in program courses	50-52
Credit hours in general education or core curriculum	42
Credit hours required in support courses	N/A
Credit hours in required or free electives	26-28
Credit hours in required research	N/A
Total credit hours required for completion	120

Full-time students will be able to complete the program in 8 semesters. Part-time students can complete in 13 semesters.

Work-Based Learning: The degree program will have a two-semester capstone series starting with ET498 Project Management for Engineering Technology and finishing with ET499 Capstone for Engineering Technology where students will work in teams to solve problems typical of engineering technology. The course ET495 Internship for Engineering will be encouraged but not required. The internship will provide students workplace experience within the field of engineering technology and may provide them job opportunities upon graduation.

Accreditation: UAH plans to apply and obtain specialized accreditation for the proposed program from the Engineering Technology Accreditation Commission of ABET.

Professional Certification: Licenses and certifications are not currently applicable to this program but will be revisited on a regular basis to identify any opportunities that should be considered. With appropriate experience, graduates of the BS in Engineering Technology program will be eligible to take the Fundamentals of Engineering (FE) and Professional Engineering (PE) examinations.

Industry Need: The proposed BS in Engineering Technology program is designed to prepare graduates for employment as general engineers (SOC 17-2000); drafters, engineering technicians, and mapping technicians (SOC 17-3000); and first-line supervisors of mechanics, installers, and repairers (SOC 49-1011). These employment opportunities align with several industries listed in the 2021 Statewide In-

Demand Occupations List, mainly in Manufacturing, STEM, and Transportation, Distribution and Logistics. Madison County and surrounding areas are becoming nationally recognized for their high-level of engineering and technology resources, low cost of living, and a highly educated and skilled workforce. In December 2019, Deloitte provided the findings of a study commissioned by Launch 2035, a collective made up of economic development leaders and elected officials from Madison, Limestone, and Morgan counties, which included 94 interviews of local industry leaders and government officials. The study found up to 25,000 jobs could be created in the North Alabama region over the next two to three years. Huntsville's unemployment rate at the beginning of 2020 stood at 2.1 percent, which strongly suggests there will not be enough skilled workers to fill the influx of jobs

Student Demand: Established in Spring 2020, the existing Engineering Technology concentration as part of the BS in Professional Studies program has already attracted 115 students through the Spring 2021 term. The BS in Engineering Technology will provide several new pathways for filling this demand, which includes collaboration with community colleges to encourage associate to baccalaureate completion, recruitment of stop-outs previously pursuing engineering and other related degree fields, coordinating workforce development needs with regional industry, and providing a new starting point for students that select a different pathway into the engineering and technology fields.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 1

Part-time: 4

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 4

Support Faculty—

Full-time: 0

Part-time: 0

The UAH College of Professional Studies plans to hire one additional full-time faculty member and four part-time faculty members for the program as shown below:

- Year 1 – Clinical Assistant Professor and a part-time faculty member
- Year 2 – Part-time Faculty Member
- Year 4 – Part-time Faculty Member
- Year 6 – Part-time Faculty Member

Staff: Given strong student demand, the new program will also require one dedicated part-time Academic Support Specialist/Advisor.

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

Equipment: Specialized lab equipment and related software will need to be added annually, as enrollment increases and technology changes. UAH has budgeted \$9,000 a year for the first seven years of the program.

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

Library: The M. Louis Salmon Library has over 19,000 print titles available for checkout, along with 3,500 online serial/ journal titles, and 35 relevant/recommended databases applicable to the Engineering Technology program. In addition, the collections of the UAH Library were compared to the collections of libraries at other schools, which also offer an Engineering Technology degree program. The holdings are sufficient to support undergraduate and graduate level Engineering programs.

Program Budget: The proposal projected that \$1,454,462 in new funds will be required to support the program over the first seven years. The program is expected to generate a total of \$1,300,070 through tuition and require \$199,443 in internal reallocations over the first four years. UAH has presented a budget that includes very conservative enrollment numbers and tuition but believe that enrollment and revenue will increase as this program becomes a standalone degree, making it self-sufficient in a shorter timeline than is shown on the attached Program Proposal Summary.

Attachment 3

University of Alabama in Huntsville
 Bachelor of Science in Engineering Technology

Course Number and Title	Number of Credit Hours	*If New Course
GENERAL EDUCATION REQUIREMENT (42 Hours)		
Area I: Written Compositions	6	
Area II *: Fine Arts Literature, and/or Humanities	12	
Area III: Mathematics- MA 171 Calculus A or higher	4	
Natural Sciences (includes 2 hr. lab)- PH 101 Gen. Physics I and PH 102 Gen. Physics II	8	
Area IV*: History and/or Social Sciences	12	
PRE-PROFESSIONAL COURSES (7-9 Hours)		
FYE 101 First Year Experience <i>OR</i> PRO 301 Theories and Practices of Adult Learning**	1-3	
ENG 101 Computing for Engineers or Equivalent	3	
MSC 287 Business Statistics 1 or Equivalent	3	
ENGINEERING TECHNOLOGY (43 Hours)		
ET 301: Engineering Technology Foundations 1	3	
ET 302: Engineering Technology Foundations 2	3	
ET 305: Engineering Communications	3	
PRO 320: Interdisciplinary Perspectives and Critical Thinking	3	
ET 310: Computer Aided Design 1	3	
ET 334: Principles of Statics for ET	3	
ET 335: Strength of Materials for ET	3	
ET 336: Principles of Dynamics for ET	3	
ET 341: Introduction to Electrical Systems and Circuits	3	
ET 314: Quality Control Techniques	3	X
ET 431: Fundamentals of Manufacturing for ET	3	
ET 433: Instrumentations and Measurement Systems for ET	3	
ET 434: Instrumentations and Measurement Systems for ET Lab***	1	X
ET 498: Project Management for Engineering Technology***	3	X
ET 499: Capstone for Engineering Technology***	3	X
ELECTIVES (26-28)	26-28	
TOTAL DEGREE REQUIREMENTS		
	120	

DECISION ITEM: E-4c

University of Alabama in Huntsville, Master of Science in Atmospheric and Earth Science (CIP 40.9999) – Substantive Extension/Alteration

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve as a reasonable extension of existing offerings the consolidation of UAH's MS in Atmospheric Science (CIP 40.0401) with the MS in Earth Systems Science (CIP 40.9999) to form one academic program, MS in Atmospheric and Earth Science (40.9999), with two concentrations (Atmospheric Science and Earth Systems Science).

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 "non-substantive" are submitted as information items for Commission notification only, whereas substantive changes require Commission approval.

Both substantive and non-substantive changes must be considered "reasonable," which ACHE's "Guidelines for the Review of Extensions and Alterations of Existing Programs" defines as "a modification of an existing unit or program of instruction that does not change its essential character, integrity, or objectives." These guidelines identify the following changes as being both reasonable and substantive in nature: 1) Approval of new options/concentrations as the result of program mergers or consolidations or new course sequences; 2) Approval of mergers of two or more programs into an existing program in the Commission's program inventory; and 3) Approval of the consolidation of two or more programs into a new program. Furthermore, the guidelines specify that any options/concentrations associated with the modified program share at least 50% of their coursework, unless there is a strong rationale for reducing this threshold.

UAH is proposing to consolidate its existing MS in Atmospheric Science (CIP 40.0401) and its existing MS in Earth Systems Science (CIP 40.9999) into a single program, an MS in Atmospheric and Earth Science (CIP 40.9999), with two concentrations (Atmospheric Science and Earth Science). The two resulting concentrations will share 12 credit hours of core coursework, with 3 additional credit hours in thesis tracks. Although this overlap of credit hours falls below the 50% threshold for shared coursework, UAH has presented a strong rationale for its proposed curriculum.

Staff recommendation for approval is based on the following rationale:

1. Atmospheric Science and Earth Science are housed within the same department at UAH, and the proposal notes that instructional content of both disciplines includes the same physical principles.
2. The structure of the consolidated program and its concentrations will not require changes to the essential character or objectives of the existing programs.
3. A number of current and former MS students have already pursued interdisciplinary Atmospheric-Earth Sciences topics, and so the structure of the consolidated degree is based on existing practice.

Supporting Documentation:

1. Curriculum for the Consolidated Program, attached.
2. University of Alabama System documentation for substantive extension/alteration, submitted April 9, 2020, with revisions received April 9, 2021. Available upon request.
3. Commission "Guidelines for the Review of Extensions and Alterations of Existing Programs," available at <https://ache.edu/Instruction.aspx>.
4. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Curriculum for the Consolidated Program

Master of Science in Atmospheric and Earth Science (CIP 40.9999)
 University of Alabama in Huntsville

ATS Concentration MS Requirements	ESS Concentration MS Requirements
AES 509 SCI PROGRAMMING FOR EARTH & ATMOS	AES 509 SCI PROGRAMMING FOR EARTH & ATMOS or AES 508 PYTHON FOR ID ESS APPLICATIONS
AES 780 ATMOS. EARTH SCIENCE SEMINAR	AES 780 ATMOS. EARTH SCIENCE SEMINAR
AES 781 STUDENT SEMINAR	AES 781 STUDENT SEMINAR
AES 782 PROFESSIONAL DEVELOPMENT	AES 782 PROFESSIONAL DEVELOPMENT
AES 541 ATM THERMO & CLOUD PHYSICS	AES 507 ENVRNMTL THRSTS PBL PY DEC MKG
AES 551 ATMOS FLUID DYNAMICS I	AES 514 GEOSPATIAL APPLICATIONS
AES 561 ATMOSPHERIC RADIATION I	AES 630 PHYSICAL CLIMATOLOGY
15 Semester hours of electives (Thesis) <ul style="list-style-type: none"> • 12 semester hours 600-level and above 	15 Semester hours of electives (Thesis) <ul style="list-style-type: none"> • 12 semester hours 600-level and above
24 Semester hours of electives (Non-Thesis) <ul style="list-style-type: none"> • 18 semester hours 600-level and above 	18 Semester hours of electives (Non-Thesis) <ul style="list-style-type: none"> • 12 semester hours 600-level and above
AES 699 MASTER'S THESIS	AES 699 MASTER'S THESIS
Written & Oral Exam	AES 690 SPECIAL TOPICS IN ESS (Non-Thesis)
Total: 36 Thesis/39 Non-Thesis	Total: 36 Thesis/36 Non-Thesis

DECISION ITEM: E-5

University of West Alabama, Master of Science in Sport Management (CIP 31.0504)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed MS in Sport Management.

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 9, 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 the proposed program will earn accreditation through the Commission on Sport Management Accreditation (COSMA), or show substantial progress toward specialized accreditation.
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.

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

Background:

The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not

undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Staff recommendation for approval is based on the following rationale:

1. UWA currently offers graduate coursework in sport management as part of its existing MBA program. The School of Health Sciences and Human Performance has the faculty, facilities and technology in place to support the proposed MS without additional investment.
2. The proposed program will prepare graduates for employment as coaches/scouts and as marketing managers, both of which appear on the 2021 Statewide In-Demand Occupations List.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
3. University of West Alabama proposal, dated March 12, 2021. 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 West Alabama								
PROGRAM: Master of Science in Sport Management (CIP 31.0504)								
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
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$50,112	\$53,244	\$53,244	\$59,508	\$59,508	\$59,508	\$59,508	\$394,632
TOTAL	\$50,112	\$53,244	\$53,244	\$59,508	\$59,508	\$59,508	\$59,508	\$394,632
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	6	6	8	10	10	7.7
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	4	4	4	8	8	5
TOTAL HEADCOUNT	Year 1 - No data reporting required	8	10	10	12	18	18	12.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	6	8	8	8	12	12	9
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	8	10	10	8.3

Attachment 2

Summary of Background Information

Master of Science in Sport Management
University of West Alabama

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

Program Description: Offered by the School of Health Sciences and Human Performance in the College of Natural Sciences and Mathematics, the proposed MS in Sport Management will utilize research and data analysis through statistical evaluation to provide graduates a set of skills necessary for overall sport management. The program curriculum includes courses that cover marketing in an online platform, human resource management, and marketing for business, particularly in sports. Students will have the opportunity to learn best practices related to event management, statistical applications for evaluating fan preferences for marketing/ticket sales, and statistical applications for evaluating player performance for particular sports.

Student Learning Outcomes: Learning outcomes for the MS in Sport Management program are designed to provide students with the following:

1. The necessary knowledge, and understanding of fundamental principles in sport management including an understanding of management, marketing, sport finance, sport communication, sport law, international sport, and sport governance.
2. An opportunity to integrate these concepts and subject matter in a practical setting such as an internship or practicum experience.
3. The knowledge base and practical application of global sport management concepts including models of cultural analysis, and global cooperation for success.
4. Opportunities to demonstrate familiarity and procedures related to ethical good practice and conduct.
5. Opportunities to demonstrate an understanding of individual differences and all dimensions of diversity.
6. Opportunities to utilize qualitative and quantitative measures to analyze and solve problems for successful application to the organization and or sport.
7. Demonstrate the use of technology to analyze and interpret data, and understand the importance of this information in a dynamic business world.

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

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the 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: The following institutions offer related programs at the same level and CIP 31.0504: Jacksonville State University (MS in Sport Management); Troy University (MS in Sport Management); University of North Alabama (MS in Sport and Recreation Management); and University of South Alabama (MS in Sport Management). UWA's proposal notes that their program would primarily serve students in the Blackbelt region of the State.

Relationship to Existing Coursework: UWA's School of Health Sciences and Human Performance currently offers a BS/BA in Sport Management (CIP 31.0504). Graduate coursework in Sport Management has been developed in partnership with the College of Business and Technology for its existing MBA program (CIP 52.0201), where Sport Management is one of eleven emphasis areas. The proposed MS in Sport Management will not replace the MBA emphasis, but is instead intended to attract new students seeking deeper training in the discipline.

Collaboration: UWA intends to coordinate with Troy University on this program to ensure that graduates are well placed to pursue its PhD in Sport Management (CIP 31.0504).

Accreditation: UWA will seek accreditation from the Commission on Sport Management Accreditation (COSMA), which is the accrediting body related to the North American Society of Sport Management (NASSM).

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

Admissions: Candidates must have graduated from an accredited college or university with a bachelor's degree and a minimum 2.75 GPA or an accredited college or university with a master's degree or higher with a minimum 3.0 GPA. In addition to GPA requirements, applicants must also submit a resume, statement of purpose, and two letters of reference.

Mode of Delivery: The proposed MS program will be delivered both in-person and online. Some coursework is already delivered online for the MBA emphasis area in Sport Management.

Curriculum: UWA will develop seven new courses for the proposed program: SM500 Current Issues and Trends in Sport Management; SM510 Ethics in Sport; SM536 Event and Facility Management in Sports; SM538 Sport Management Analytics; SM540 Research Methods in Sport Management; SM545 Governance in Sport; and SM550 Fitness Management. Students will choose between a thesis option and a non-thesis option, both of which have 30 total credit hours.

Program Completion Requirements:	
Credit hours required in program courses	12
Credit hours required in support courses	12
Credit hours in required or free electives (^Non-thesis option)	6^
Credit hours in required research (*Thesis option)	6*
Total credit hours required for completion	30

Full-time students may complete the proposed MS program in three semesters, with nine semester credit hours each, along with one course completed in a summer term. Part-time students may complete in six semesters.

Work-Based Learning: Although not required, the elective courses SM539 Practicum in Sport Management and SM538 Project in Sport Management are available for students to gain experience with a sport entity during the program.

Industry Need: As sports continue to become an economic engine in the state through new athletic programs, professional teams, and events, these individuals will require further education to provide enhanced credentials for this career path. The proposed MS in Sport Management will prepare graduates for employment in the following occupations:

- 1) Coaches and Scouts (SOC 27-2022, included on the 2021 State In-Demand Occupations List)
- 2) Marketing Managers (SOC 11-2021, included on the 2021 State In-Demand Occupations List)
- 3) Entertainment and Recreation Managers (11-9072)

Student Demand: The results from interviews with employers in the sport industry (Major League Baseball, sport marketing, tourism, and corporate fitness) have shown an increased demand for master's-level qualified employees with education in sports management. In addition, UWA receives regular enquiries from individuals interested in graduate-level education in athletic administration, marketing in sport, and coaching beyond what is offered in the current MBA with Sport Management emphasis.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 6

Part-time: 4

Support Faculty—

Full-time: 1

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional faculty will not be needed for this proposed MS degree. UWA will utilize existing faculty in the College of Business and Technology and the School of Health Sciences and Human Performance.

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: In recent years, the Julia Tutwiler Library collections have been expanded to accommodate the needs of the undergraduate and graduate programs in Physical Education, Athletic Training, Exercise Science and Sport Management. In addition, the library has increased collection strength based on the current Integrated Marketing and Communications, and Business Administration coursework.

Program Budget: The proposal projected that \$0 in new funds will be required to support the proposed program over the first seven years. The program is expected to generate \$394,632 through tuition.

Attachment 3

University of West Alabama
 Master of Science in Sport Management

Course Number and Title	Hours	* If New Course
Semester I: (9 hours)		
SM 500 Current Issues and Trends in Sport Management	3	*
SM Elective	3	
Business or IMC Elective	3	
Semester II: (9 hours)		
SM 540 Research Methods in Sport Management	3	*
SM Elective	3	
Business or IMC Elective	3	
Optional Summer Semester II: (3 hours)		
SM Elective	3	
Semester III: (9 or 12 hours)		
SM 538 Sport Management Analytics	3	*
SM 598 Sport Management Project (Non-thesis only)	3	
SM 599 Sport Management Thesis (Thesis only)	6	
SM Elective	3	
Total Professional Requirement Hours:	30-33	

List of Program Electives

Course Number and Title	Hours	* If New Course
Sport Management Electives		
SM 510 Ethics in Sport	3	*
SM 532 Organization and Admin in Human Performance	3	
SM 533 Athletic Administration Seminar	3	
SM 534 Sport and Exercise Legal Issues	3	
SM 535 Accounting and Economics in Sport	3	
SM 536 Event and Facility Management in Sports.	3	*
SM 537 Sport Management and Marketing	3	
SM 539 Practicum	3	
SM 545 Governance in Sport	3	*
SM 550 Fitness Management	3	*

Business and Integrated Marketing Communications Electives		
BA 560 Business Ethics and Law	3	
MG 540 Human Resource Management	3	
MK 511 Behavioral Marketing and Advertising	3	
MK 512 Electronic Branding and Strategy	3	
IMC 590 Methods of Social Media	3	

DECISION ITEM: E-6

Drake State Community and Technical College, Certificate in Patient Care Technician (CIP 51.3902)

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Certificate in Patient Care 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 8.3, 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 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.

Drake State Community and Technical College (DRA) 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. This program will help meet industry demand for nursing assistants, which appear on Alabama's Statewide In-Demand Occupations List.
2. The proposed program provides an alternative pathway for students not admitted to DRA's nursing program.
3. This proposal includes letters of support from the following potential clinical site partners and future employers: Huntsville Hospital, Huntsville Health and Rehab, LLC, and Central North Alabama Health Services, Inc.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Drake State Community and Technical College proposal, dated October 22, 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: Drake State Community and Technical College								
PROGRAM: Certificate in Patient Care Technician (CIP 51.3902)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$46,368	\$46,368	\$66,976	\$72,128	\$77,280	\$97,888	\$97,888	\$504,896
TOTAL	\$46,368	\$46,368	\$66,976	\$72,128	\$77,280	\$97,888	\$97,888	\$504,896
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	8	12	12	16	16	12
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	2	2	6	6	6	4
TOTAL HEADCOUNT	Year 1 - No data reporting required	10	10	14	18	22	22	16
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	6	6	8	10	10	10	8.3
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	8	8	8	8	8	8	8

Attachment 2
Summary of Background Information

Drake State Community and Technical College
Certificate in Patient Care Technician (CIP 51.3902)

Program Description/Objectives: The proposed Certificate in Patient Care Technician program is designed to provide students with opportunities for career advancement and upward mobility through multiple pathways that lead to multi-level, industry-recognized, stackable credentials in Certified Nursing Assistant, Home Health Aide Certification, Medication Assistant Certification and CPR Certification. Many Drake students express an interest in applying for the nursing program; however, a large percentage fail to meet the requirements for admission to the program. The proposed program in Patient Care Technician is designed to provide an alternative career pathway for students to pursue employment in the healthcare industry.

Role: The proposed program is within the instructional role for Drake State Community and Technical College (DRA).

Mode of Delivery: All program coursework will be delivered using face-to-face instruction with the possibility of developing some hybrid courses. It is expected that all classes will utilize online supplemental materials.

Similar Programs: The proposed Certificate in Patient Care Technician would share CIP 51.3902 with existing nursing assistant/patient care certificate programs at Bishop State Community College, Chattahoochee Valley Community College, Coastal Alabama Community College, Reid State Technical College, Shelton State Community College, Snead State Community College, Southern Union State Community College, Trenholm State Community College, Wallace State Community College-Hanceville, Wallace State Community College-Selma.

Relationship to Existing Offerings: The DRA's Division of Health Sciences offers an AAS/Cert in Medical Assisting Technology (CIP 51.0801), AAS in Nursing (CIP 51.3801), and a Certificate in Practical Nursing (CIP 51.3901). The proposed Certificate in Patient Care Technician is designed to offer a career ladder for students who were not admitted to DRA's Nursing program.

Professional Licensure/Certification: Professional licensure is not required for employment as a patient care technician or related occupation. Employers do require professional certification, especially for those seeking employment as a Medication Assistant. The Alabama Board of Nursing regulates candidates for the Medication Aide Certification Examination (MACE). In addition to the MACE, program graduates will be prepared to obtain nationally recognized certification for Home Health Aide and Certified Nursing Assistant (CNA). CNA certification is required for employment in long-term care facilities. DRA intends to pursue workforce grant funding to assist with the cost of certification.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Industry Need: The proposed program is designed to prepare graduates for employment as Home Health and Personal Care Aides and Nursing Assistants (SOC 31-1120/ 31-1131), which are included on the 2021 Statewide In-Demand Occupations list. Patient care technicians, home health aides and nursing assistants are in the top forty high-demand occupations in Alabama.

Program Budget: The proposal projects that no new funds will be required to support the proposed program over the first seven years. Existing faculty, equipment, facilities, and library materials will be utilized. The program is expected to generate \$504,896 through tuition. Resources to sustain the program after this period will be funded by institutional funds and federal and state grants. The college will apply for Title IV and WIOA approval so that students can access grants and other financial aid.

Attachment 3

**Drake State Community and Technical College
 Certificate in Patient Care Technician (CIP 51.3902)**

Course Number and Title	Number of Credit Hours	*If New Course
SEMESTER 1		
ORI101 Orientation to the College	1	
NAS/HHA111 Fundamentals of Long-Term Care	6	
MAH105 Math for Nurses	3	
HPS103 Foundations of Health Sciences	3	
ENG100 English Composition I	3	
SEMESTER 2		
HPS114 – Pharmacology for Healthcare	2	
HPS112 Medical Terminology for Health Care	3	
NAS/HHA112 Fundamentals of Long-Term Care Clinical	2	
NAS/HHA115 CPR and Basic First Aid	2	
NAS102 Medication Assistant	6	
BSS220 Basic Study Skills	1	
Total Hours Required for Degree	32	

DECISION ITEM: E-7

Enterprise State Community College, Associate of Applied Science in Digital Arts (CIP 50.0102)

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science in Digital Arts.

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 11.5, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2027-28 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).
3. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on related employment and/or acceptance into a baccalaureate program.

Enterprise State Community College (ENT) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 AAS program will prepare graduates for digital multimedia jobs, including as graphic designers, which are on the 2021 Statewide In-Demand Occupations List.
2. This proposal includes letters of support from the following potential future employers: WTVY-TV News4, Enterprise Career and Technology Center, and Durden Outdoor Displays, Inc.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Enterprise State Community College proposal, dated February 24, 2021, 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: Enterprise State Community College								
PROGRAM: Associate of Applied Science in Digital Arts (CIP 50.0102)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
FACULTY	\$10,370	\$10,370	\$10,370	\$10,370	\$10,370	\$10,370	\$10,370	\$72,590
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	\$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	\$10,370	\$10,370	\$10,370	\$10,370	\$10,370	\$10,370	\$10,370	\$72,590
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$53,280	\$101,250	\$116,280	\$131,670	\$147,420	\$163,530	\$180,000	\$893,430
TOTAL	\$53,280	\$101,250	\$116,280	\$131,670	\$147,420	\$163,530	\$180,000	\$893,430
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	9	10	11	12	13	10.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	7	8	9	10	11	12	9.5
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	17	19	21	23	25	20
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	9	10	11	12	13	14	11.5
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	6	7	8	8	8	8	7.5

Attachment 2
Summary of Background Information

Enterprise State Community College
Associate of Applied Science in Digital Arts (CIP 50.0102)

Program Description/Objectives: The proposed AAS in Digital Arts is designed to prepare students to use digital multimedia (computerized digital images, as well as sound and graphics) as the primary medium of expression in the visual and performing arts. The program is designed to assist students in developing a professional portfolio in preparation for entering, or re-entering, the workforce with strong academic and practical knowledge. The program prepares graduates for a variety of careers using multimedia, including graphic design, digital animation, motion graphics, 3D visualization, game and interactive media design, music and sound design, video production, web design, and photography.

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

Mode of Delivery: Program coursework will be offered in-person, but students will have the option of taking some courses (up to 50%) in a hybrid or online-only format. Practicum Field Experience will also be required as students will work with various College departments, specifically the Fine Arts Division, to gather raw footage from performances and other events to be produced and archived for future use inside and outside of the classroom. Students will also work with industry partners as requested.

Similar Programs: No community college in the region offers an AAS in Digital Arts. Several institutions offer related programs at the same level: Calhoun Community College, Chattahoochee Valley Community College and Wallace State Community College Hanceville offer an AAS in Visual Communications, CIP 50.0401); Coastal Alabama Community College offers an AAS in Visual Communication and Computer Graphics (CIP 50.0402); and Calhoun Community College also offers an AAS in Visual Communications: Multimedia Production Technology (CIP 50.0602).

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

Licensure: There are no professional licenses or certifications applicable for digital arts.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Industry Need: The proposed AAS program is designed to prepare graduates for employment as graphic designers, which are included on the 2021 Statewide List of In-Demand Occupations, with an estimated 265 openings per year. This proposal includes letters of support from the following potential future employers: WTVY-TV News4, Enterprise Career and Technology Center, and Durden Outdoor Displays, Inc.

Program Budget: The proposal projects that \$72,590 in estimated new funds will be required to hire two to three adjunct instructors to teach Art Appreciation and 3-D Animation over the first seven years of the program. The program is expected to generate \$893,430 through tuition.

Attachment 3

**Enterprise State Community College
 Associate of Applied Science in Digital Arts (CIP 50.0102)**

Course Number and Title	Number of Credit Hours	*If New Course
SEMESTER 1		
ART 100 Art Appreciation	3	
ART 113 Drawing I	3	
ART 121 Two-Dimensional Composition	3	
ART 220 Computer Graphics Introduction	3	
ORI 105 Orientation & Student Success	3	
SEMESTER 2		
ART 221 Computer Graphics I	3	
ART 175 Digital Photography	3	
ENG 101 or ENG 131 English Composition I or Applied Writing I	3	
MUS 101 Music Appreciation	3	
SPH 107 Fundamentals of Public Speech or SPH 226 Business & Professional Speech	3	
SEMESTER 3		
CIS 150 Introduction to Computer Logic & Programming	3	
HIS 101 Western Civilization I	3	
PHS 111 Physical Science I	4	
SEMESTER 4		
GRD 143 Digital Video Foundation	3	*
GRD 187 3-D Animation	3	*
MTH 116 Mathematical Applications	3	
PSY 200 General Psychology	3	
SEMESTER 5		
GEO 100 World Regional Geography	3	
GRD 183 Digital Video Production	3	*
SOC 200 Introduction to Sociology	3	
THR 120 Theater Appreciation	3	*
WKO 101 Workplace Skills Development	1	
Total Hours Required for Degree	65	

DECISION ITEM: E-8

Northeast Alabama Community College, Associate of Applied Science and Certificate in Building Construction Technology (CIP 46.0415)

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed AAS and Certificate in Building Construction Technology.

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 15, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2027-28 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).
3. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on related employment and/or acceptance into a baccalaureate program.

Northeast Alabama Community College (NEC) 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. Carpenters, electricians, and plumbers, pipefitters, and steamfitters are included on the 2021 Statewide In-Demand Occupations List, with a projected 4.5% job growth within a 40-mile radius of the college between 2020-2025.
2. Alabama currently has only one other Building Construction AAS degree at Lawson State Community College. This program will offer additional options in plumbing, electrical, HVAC, and masonry.
3. This proposal includes eight letters of support from the following potential work-based learning site partners and future employers: Lambert Contracting, Earnest Pruett Center of Technology, Lambert, Inc., Builders Supply Company, Inc., SAM Construction, P&C Construction, Mr. Rooter Plumbing, and Tolar Construction.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Northeast Alabama Community College proposal, dated December 1, 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: Northeast Alabama Community College								
PROGRAM: AAS and Certificate in Building Construction Technology (CIP 46.0415)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
FACULTY	\$80,000	\$80,000	\$85,000	\$90,000	\$90,000	\$90,000	\$90,000	\$605,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$25,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$61,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$7,000
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$106,000	\$87,000	\$92,000	\$97,000	\$97,000	\$97,000	\$97,000	\$673,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$20,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$56,000
TUITION	\$91,800	\$91,800	\$122,400	\$122,400	\$122,400	\$122,400	\$122,400	\$795,600
TOTAL	\$111,800	\$97,800	\$128,400	\$128,400	\$128,400	\$128,400	\$128,400	\$851,600
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	10	15	15	15	15	15	14
PART-TIME HEADCOUNT	Year 1 - No data reporting required	10	10	10	10	10	10	10
TOTAL HEADCOUNT	Year 1 - No data reporting required	20	25	25	25	25	25	24
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	15	15	15	15	15	15	15
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	8	8	8	8	8	8	8

Attachment 2 Summary of Background Information

Northeast Alabama Community College
AAS and Certificate in Building Construction Technology (CIP 46.0415)

Program Description/Objectives: The proposed Associate of Applied Science and Certificate in Building Construction Technology is designed to prepare students to apply technical knowledge and skills to residential and commercial building construction and remodeling. The program includes instruction in construction equipment and safety; site preparation and layout; construction estimating; blueprint reading; building codes; framing; masonry; heating, ventilation and air conditioning; electrical and mechanical systems; interior and exterior finishing; and plumbing. The program will provide learning experiences that enable students to obtain certifications/licensure necessary for employment in building construction trades. By offering many options, the college will create a situation where local industry needs will be met while creating an economy of scale to ensure that the program is sustainable.

Role: The proposed program is within the instructional role for Northeast Alabama Community College (NEC).

Mode of Delivery: The proposed program will be offered in-person, with the possibility of developing some hybrid courses. It is expected that all classes will use online supplemental materials.

Work-Based Learning: Students will be required, at a minimum, to complete 3 semester hours of ADM 150-154: Technical Cooperative Education. They will also be encouraged, as early as their second semester, to apply for registered apprenticeships and other, non-registered options. This proposal includes letters of support from the following potential work-based learning site: Lambert Contracting, Earnest Pruett Center of Technology, Lambert, Inc., Builders Supply Company, Inc., SAM Construction, P&C Construction, Mr. Rooter Plumbing, and Tolar Construction.

Similar Programs: Currently, Lawson State Community College is the only college in Alabama to offer an Associate in Applied Science and short-term certificate in Building Construction (CIP 46.0499).

Curriculum and Existing Offerings: The proposed program will include options in plumbing, electrical, HVAC, and masonry in addition to carpentry and building construction management. Students in this proposed program will take specific classes within existing programs, such as construction wiring and National Electric Code (in Industrial Electronics). Students in the plumbing program might also take a pipe welding class. The program will replace the Air Conditioning & Refrigeration (CIP: 47.0201) certificate and AAS degree. Students in the ACR program will be given the choice to complete their degree under the 47.0201 CIP code or under this new program.

Collaboration: NEC has strong interest from employer partners in supporting the cooperative education component of the curriculum.

Professional Licensure/Certification: NEC is currently approved as an Accredited Training and Education Facility by the National Center for Construction Education and Research (NCCER). The Plumbers Apprentice program is approved by the Alabama State Plumbers and Gas Fitters Examining Board. The college will seek additional business and industry credentials for each option of this program. The college will ensure that programs prepare graduates to sit for state licensure examinations administered through the following entities: Alabama Electrical Contractors Board; State of Alabama Home Builders Licensure Board; State of Alabama Plumbers and Gas Fitters Examining Board; Alabama Board of Heating, Air Conditioning, and Refrigeration Contractors.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Industry Need: The proposed program is designed to prepare graduates for employment in the following 2021 Statewide In-Demand Occupations: Carpenters (SOC 47-2031); Plumbers, Pipefitters, and Steamfitters (SOC 47-2152); and Electricians (SOC 47-2111). Labor market analysis of construction-related jobs within a 40-mile radius of the college projected 4.5% job growth (378 jobs) between 2020 and 2025.

Program Budget: The proposal projects that \$673,000 in estimated new funds will be required to support the proposed program over the first seven years. The majority of this (\$605,000) will be used to hire additional faculty. One full-time instructor will be hired to coordinate the program and to teach in one or more of the following areas: carpentry, plumbing, masonry, concrete, heating and cooling. Four adjunct instructors will be hired to teach courses in the areas not covered by the full-time instructor. First year salaries/benefits are expected to be approximately \$100,000, funded through internal reallocations.

Additional library resources needed to build upon the existing collection for the program are estimated at \$7,000 over the first seven years. The college estimates spending \$61,000 on initial equipment purchases and has applied for federal Perkins grant funding to offset the cost. Since instructor and equipment expenses will come before the first year of tuition revenue is received, these costs would be offset with internal reallocations, as needed. A total of \$851,600 will be available through tuition and external funds (Perkins) to support the proposed program. The college will apply for Title IV and WIOA approval for financial aid for students.

Attachment 3

**Northeast Alabama Community College
 AAS and Certificate in Building Construction Technology (CIP 46.0415)**

AAS Core Curriculum

Course Number and Title	Number of Credit Hours	* If New Course
ENG 100 – Technical English	3	
Area II Elective	3	
SPH 107 – Fundamentals of Public Speaking	3	
MTH 116 – Mathematical Applications	3	
CIS Elective	3	
Area IV Elective	3	
WKO 106 – Workplace Skills	3	
WKO 110 – NCCER Core	3	
ADM 150-154 Technical Cooperative Education	3	
CMT 208 – Project Planning & Scheduling	3	
Total Core Hours Required for AAS	30	
Total Option Hours Required for AAS (students select from one of six options given below)	30-31	
Total Hours Required for AAS	60-61	

AAS General Building Construction Option

Course Number and Title	Number of Credit Hours	* If New Course
CAR 111 – Construction Basics	3	
CAR 114 – Construction Basics Lab	3	
ILT 118 – Construction Wiring NEC	3	
ILT 231 – National Electric Code	3	
BUC 133 – Building Codes	3	*
BUC 142 – Construction Estimating	3	*
PLB 111 – Introduction to Plumbing	3	*
PLB 112 – Plumbing Applications	3	*
Area V Elective	3	
Area V Elective	3	
Total Hours Required for GBC Option	30	

AAS Carpentry Option

Course Number and Title	Number of Credit Hours	* If New Course
CAR 111 – Construction Basics	3	
CAR 112 – Floors, Walls, and Site Prep	3	
CAR 113 – Floors, Walls, and Site Prep Lab	3	
CAR 114 – Construction Basics Lab	3	
CAR 226 – Metal Framing	3	
BUC 131 – Interior and Exterior Finishes	3	
BUC 133 – Building Codes	3	*
BUC 142 – Construction Estimating	3	*
Area V Elective	3	
Area V Elective	3	
Total Hours Required for Carpentry Option	30	

AAS Electrical Option

Course Number and Title	Number of Credit Hours	* If New Course
ILT 118 – Construction Wiring NEC	3	
ILT 231 – National Electric Code	3	
ILT 160 – DC Fundamentals	3	
ILT 161 – AC Fundamentals	3	
CMT 209 – Electrical & Mechanical Equipment in Buildings	4	*
ILT 166 – Motors and Transformers I	3	
BUC 133 – Building Codes	3	*
BUC 142 – Construction Estimating	3	*
Area V Elective	3	
Area V Elective	3	
Total Hours Required for Electrical Option	31	

AAS Masonry & Concrete Option

Course Number and Title	Number of Credit Hours	* If New Course
MAS 111 – Masonry Fundamentals	3	*
MAS 121 – Brick/Block Masonry Fundamentals	3	*
MAS 131 – Brick/Block Masonry Fundamentals II	3	*
MAS 151 – Brick/Block Masonry Fundamentals III	3	*
BUC 141 – On-Grade Concrete Applications	3	*
BUC 143 – Above-Grade Concrete Applications	3	*
BUC 133 – Building Codes	3	*
BUC 142 – Construction Estimating	3	*
Area V Elective	3	
Area V Elective	3	
Total Hours Required for Masonry & Concrete Option	30	

AAS Heating & Cooling Option

Course Number and Title	Number of Credit Hours	* If New Course
ACR 111 – Principles of Refrigeration	3	
ACR 112 – HVACR Service Procedures	3	
ACR 113 – Refrigeration Piping Practices	3	
ACR 121 – Principles of Electricity for HVACR	3	
ACR 122 – HVACR Electric Circuits	3	
ACR 123 – HVACR Electrical Components	3	
ACR 147 – Refrigerant Transition and Recovery Theory	3	
ACR 210 – Troubleshooting HVACR Systems	3	
Area V Elective	3	
Area V Elective	3	
Total Hours Required for Heating & Cooling Option	30	

AAS Plumbing Option

Course Number and Title	Number of Credit Hours	* If New Course
PLB 111 – Introduction to Plumbing	3	*
PLB 112 – Plumbing Applications	3	*
PLB 113 – Pipes and Fittings	3	*
PLB 114 – Joining Pipes & Fittings	3	*
PLB 115 – Pressure and Non-Pressure Systems	3	*
PLB 116 – Pressure and Non-Pressure Systems Applications	3	*
PLB 211 – Plumbing Repair & Installation	3	*
PLB 212 – Plumbing Repair & Installation Laboratory	3	*
Area V Elective	3	
Area V Elective	3	
Total Hours Required for Plumbing Option	30	

Certificate Core Curriculum

Course Number and Title	Number of Credit Hours	* If New Course
ENG 100 – Technical English	3	
MTH 116 – Mathematical Applications	3	
WKO 106 – Workplace Skills	3	
WKO 110 – NCCER Core	3	
CMT 208 – Project Planning & Scheduling	3	
Total Core Hours Required for Certificate	15	
Total Option Hours Required for Certificate	18-19	
Total Hours Required for Certificate	33-34	

Certificate General Building Construction Option

Course Number and Title	Number of Credit Hours	* If New Course
CAR 111 – Construction Basics	3	
CAR 114 – Construction Basics Lab	3	
ILT 118 – Construction Wiring NEC	3	
ILT 231 – National Electric Code	3	
BUC 133 – Building Codes	3	*
BUC 142 – Construction Estimating	3	*
Total Option Hours Required for Certificate	18	

Certificate Carpentry Option

Course Number and Title	Number of Credit Hours	* If New Course
CAR 111 – Construction Basics	3	
CAR 112 – Floors, Walls, and Site Prep	3	
CAR 113 – Floors, Walls, and Site Prep Lab	3	
CAR 114 – Construction Basics Lab	3	
BUC 133 – Building Codes	3	*
BUC 142 – Construction Estimating	3	*
Total Option Hours Required for Certificate	18	

Certificate Electrical Option

Course Number and Title	Number of Credit Hours	* If New Course
ILT 118 – Construction Wiring NEC	3	
ILT 231 – National Electric Code	3	
ILT 160 – DC Fundamentals	3	
ILT 161 – AC Fundamentals	3	
CMT 209 – Electrical & Mechanical Equipment in Buildings	4	*
ILT 166 – Motors and Transformers I	3	
Total Option Hours Required for Certificate	19	

Certificate Masonry & Concrete Option

Course Number and Title	Number of Credit Hours	* If New Course
MAS 111 – Masonry Fundamentals	3	*
MAS 121 – Brick/Block Masonry Fundamentals	3	*
MAS 131 – Brick/Block Masonry Fundamentals II	3	*
MAS 151 – Brick/Block Masonry Fundamentals III	3	*
BUC 141 – On-Grade Concrete Applications	3	*
BUC 143 – Above-Grade Concrete Applications	3	*
Total Option Hours Required for Certificate	18	

Certificate Heating & Cooling Option

Course Number and Title	Number of Credit Hours	* If New Course
ACR 111 – Principles of Refrigeration	3	
ACR 112 – HVACR Service Procedures	3	
ACR 113 – Refrigeration Piping Practices	3	
ACR 121 – Principles of Electricity for HVACR	3	
ACR 122 – HVACR Electric Circuits	3	
ACR 123 – HVACR Electrical Components	3	
Total Option Hours Required for Certificate	18	

Certificate Plumbing Option

Course Number and Title	Number of Credit Hours	* If New Course
PLB 111 – Introduction to Plumbing	3	*
PLB 112 – Plumbing Applications	3	*
PLB 113 – Pipes and Fittings	3	*
PLB 114 – Joining Pipes & Fittings	3	*
PLB 115 – Pressure and Non-Pressure Systems	3	*
PLB 116 – Pressure and Non-Pressure Systems Applications	3	*
Total Option Hours Required for Certificate	18	

DECISION ITEM: E-9

Southern Union State Community College, Associate of Applied Science and Certificate in Aviation Maintenance Technology (CIP 47.0607)

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science and Certificate in Aviation Maintenance Technology.

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 12.6, based on the proposal.
2. That the annual average number of graduates for the period 2022-23 through 2027-28 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).
3. That Southern Union State Community College will gain approval from the Federal Aviation Administration (FAA) as a Part 147 Aviation Maintenance Technician 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, including data on related employment and/or acceptance into a baccalaureate program.

Southern Union State Community College (SOU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than 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 program is designed to prepare graduates for employment as aircraft mechanics and service technicians, which are included on the 2021 Statewide In-Demand Occupations List.
2. SOU has developed the program in partnership with Auburn University to meet their needs for qualified technicians to support the Auburn University Regional Airport.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Southern Union State Community College proposal, dated December 4, 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: Southern Union State Community College								
PROGRAM: Associate of Applied Science and Certificate in Aviation Maintenance Technology (CIP 47.0607)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
FACULTY	\$175,000	\$175,000	\$175,000	\$175,000	\$175,000	\$175,000	\$175,000	\$1,225,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$250,000	\$100,000	\$0	\$0	\$0	\$0	\$0	\$350,000
FACILITIES	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$420,000
LIBRARY	\$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	\$485,000	\$335,000	\$235,000	\$235,000	\$235,000	\$235,000	\$235,000	\$1,995,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
REALLOCATIONS	\$175,000	\$0	\$0	\$0	\$0	\$0	\$0	\$175,000
EXTRAMURAL	\$60,000	\$400,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$835,000
TUITION	\$70,848	\$157,368	\$158,032	\$157,368	\$158,032	\$157,368	\$158,032	\$1,017,048
TOTAL	\$305,848	\$557,368	\$233,032	\$232,368	\$233,032	\$232,368	\$233,032	\$2,027,048
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	25	25	25	25	25	25	25
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	25	25	25	25	25	25	25
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	13	13	12	13	12	13	12.6
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	12	12	13	12	13	12	12.3

Attachment 2
Summary of Background Information

Southern Union State Community College
Associate of Applied Science and Certificate in Aviation Maintenance Technology (CIP 47.0607)

Program Description/Objectives: The proposed AAS and Certificate in Aviation Maintenance Technology is designed to prepare students to apply technical knowledge and skills to repair, service, and maintain aircraft components and prepare them to pass the Federal Aviation Administration (FAA) Airmen Knowledge Tests. The concentration in Airframe Technology includes instruction in repairing and maintaining structures that make up the aircraft, including sheet metal structures, hydraulic/pneumatic systems, braking systems and assembly/rigging, fuel systems and aircraft drawings. The concentration in Powerplant Technology includes instruction in the construction, operation and maintenance of aircraft engines, propellers and how to operate and troubleshoot turbine engines and the major systems that power the aircraft.

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

Mode of Delivery: Program coursework will be offered in a hybrid format with in-person classes and online courses in accordance with FAA Part 147 guidelines. SOU will deliver hands-on instruction at its 75,000-sq-foot Center for Integrated Manufacturing (CIM), which already has capabilities in basic electricity, hydraulics and pneumatics, sheet metal fabrication and welding. Students will also complete a work-based learning experience at the Auburn University Regional Airport. The program will be established on SOU's Opelika Campus where students from area high schools can start the program through dual enrollment.

Similar Programs: Four institutions offer related programs at CIP 47.0607: Enterprise State Community College (Ozark Campus), Coastal Alabama Community College, Snead State Community College, and Bishop State Community College. SOU's service area includes the Auburn University Regional Airport, located along the I-85 corridor between Atlanta, GA and Montgomery, AL.

Collaboration: SOU will work with Auburn University's Airport Maintenance program and Auburn's Department of Aviation as well as other aviation industry partners to provide work-based learning opportunities and streamline credit articulation for students who want to pursue further study at the baccalaureate level.

Accreditation and Professional Licensure: SOU will seek Federal Aviation Administration (FAA) approval as a Part 147 Aviation Maintenance Technician school. Once approved, graduates of the proposed program will be prepared to sit for the FAA – Aviation Maintenance Technician Airframe Certification or the FAA – Aviation Maintenance Technician Powerplant Certification (based on selected concentration), as well as for the American Society for Testing Materials (ASTM) certification in Aerospace/Aircraft Assembly.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Industry Need: This proposed program will prepare students for employment in the following SOC codes: 49-3011 Aircraft Mechanics and Service Technicians (on the 2021 In-Demand Occupations List); 51-2011 Aircraft Structure, Surfaces, Rigging and Systems Assemblers, and: 49-9041 Industrial Machinery Mechanics. In addition, independent labor market analysis showed significant need for the region along the I-85 corridor from Atlanta, GA to Montgomery, AL. That area has 2,893 Aircraft Mechanics and Service Technicians in the 55+ age group projected to retire in the next 5 to 10 years.

Program Budget: The proposal projects that \$1,995,000 in estimated new funds will be required to support the proposed program over the first seven years. This includes \$350,000 for equipment and \$1,225,000 to hire one new full-time faculty member and a full-time program director. New faculty will meet qualifications for ACCS policy 605.02 for postsecondary faculty credentials and hold FAA certifications appropriate to those subjects taught in the proposed program. The facilities for the program will need to meet FAA requirements for an Aviation Maintenance Technician School. SOU plans to lease space near the Opelika campus to serve as a lab area until space comes available at the Auburn University Regional Airport. The \$175,000 in reallocation funds in year one will come from internal college funds to support the new faculty member and director. The \$835,000 in extramural funds will come from federal Perkins funding available through SOU's annual appropriation. The program is expected to generate \$1,017,048 through tuition.

Attachment 3

Southern Union State Community College
 Associate of Applied Science and Certificate in Aviation Maintenance Technology (CIP 47.0607)

**AAS in Aviation Maintenance with
 Concentration in Airframe Technology**

Course Number and Title	Number of Credit Hours	*If New Course
FALL		
AMT 100 Technical Preparation	5	
AMT 101 Basic Electricity	5	
AMT 102 Materials and Processes	5	
ENG 101 English Composition I (Minimum grade of C required)	3	
SPRING		
AMT 110 Non-Metallic Structures and Welding	5	
AMT 111 Aircraft Sheet Metal Structures	5	
AMT 112 Airframe Systems I	5	
MTH Math 100 or higher	3	
SUMMER		
AMT 113 Airframe Systems II	5	
AMT 114 Airframe Systems III	5	
HIS 101 Western Civilization I	3	
FALL		
AMT 113 Airframe Systems IV	5	
Natural Science and Mathematics Elective	4	
ART 100 or MUS 100 or THR 120 Art Appreciation or Music Appreciation or Theatre Appreciation	3	
Total Hours Required for Degree	61	

**AAS in Aviation Maintenance with
 Concentration in Powerplant**

Course Number and Title	Number of Credit Hours	*If New Course
FALL		
AMT 100 Technical Preparation	5	
AMT 101 Basic Electricity	5	
AMT 102 Materials and Processes	5	
ENG 101 English Composition I (Minimum grade of C required)	3	

SPRING		
AMP 120 Engine Theory and Propellers	5	
AMP 121 Reciprocating Engine Systems	5	
AMP 122 Reciprocating Engine Overhaul	5	
MTH Math 100 or higher	3	
SUMMER		
AMP 123 Reciprocating Engine Inspections	5	
AMP 124 Turbine Engine Theory and Inspections	5	
HIS 101 Western Civilization I	3	
FALL		
AMT 125 Turbine Engine Systems Overhaul	5	
Natural Science and Mathematics Elective	4	
ART 100 or MUS 100 or THR 120 Art Appreciation or Music Appreciation or Theatre Appreciation	3	
Total Hours Required for Degree	61	

Certificate in Aviation Maintenance with Concentration in Airframe Technology

Course Number and Title	Number of Credit Hours	*If New Course
FALL		
AMT 100 Technical Preparation	5	
AMT 101 Basic Electricity	5	
AMT 102 Materials and Processes	5	
ENG 101 English Composition I (Minimum grade of C required)	3	
SPRING		
AMT 110 Non-Metallic Structures and Welding	5	
AMT 111 Aircraft Sheet Metal Structures	5	
AMT 112 Airframe Systems I	5	
MTH Math 100 or higher	3	
SUMMER		
AMT 113 Airframe Systems II	5	
AMT 114 Airframe Systems III	5	
FALL		
AMT 115 Airframe Systems IV	5	
Total Hours Required for Certificate	51	

Certificate in Aviation Maintenance with Concentration in Powerplant

Course Number and Title	Number of Credit Hours	*If New Course
FALL		
AMT 100 Technical Preparation	5	
AMT 101 Basic Electricity	5	
AMT 102 Materials and Processes	5	
ENG 101 English Composition I (Minimum grade of C required)	3	
SPRING		
AMP 120 Engine Theory and Propellers	5	
AMP 121 Reciprocating Engine Systems	5	
AMP 122 Reciprocating Engine Overhaul	5	
MTH Math 100 or higher	3	
SUMMER		
AMP 123 Reciprocating Engine Inspections	5	
AMP 124 Turbine Engine Theory and Inspections	5	
FALL		
AMT 125 Turbine Engine Systems Overhaul	5	
Total Hours Required for Certificate	51	

DECISION ITEM: E-10

Wallace State Community College – Selma, Certificate in Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) (CIP 47.0201)

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Certificate in Heating, Ventilation, Air Conditioning, and Refrigeration.

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 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.

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

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed program is intended to prepare graduates for employment as HVACR mechanics and installers, which are included on the 2021 Statewide In-Demand Occupations List.
2. This program will serve students seeking HVACR training in the Black Belt region.
3. This proposal includes two letters of support from potential employers: Gaddy Electric and Plumbing, and Anderson Plumbing, Heating and Electric.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace State Community College -- Selma proposal, dated March 12, 2021, 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: Wallace State Community College -- Selma								
PROGRAM: Certificate in HVACR (CIP 47.0201)								
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	\$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	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$2,000
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	\$3,034	\$2,451	\$3,073	\$2,702	\$3,202	\$2,702	\$3,202	\$20,366
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$42,000
TUITION	\$33,600	\$54,000	\$51,450	\$59,850	\$64,950	\$64,950	\$64,950	\$393,750
TOTAL	\$396,000	\$60,000	\$57,450	\$65,850	\$70,950	\$70,950	\$70,950	\$435,750
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	15	17	15	16	15	15	15.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	17	15	16	15	15	15.5
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	8	8	8	8	8	8	8

Attachment 2
Summary of Background Information

Wallace State Community College – Selma
Certificate in Heating, Ventilation, Air Conditioning, and Refrigeration (CIP 47.0201)

Program Description/Objectives: The proposed Certificate in Heating, Ventilation, Air Conditioning and Refrigeration (HVACR) is designed to prepare graduates with the knowledge, skills, abilities and certifications/licensure necessary for gainful employment and/or entrepreneurial pursuits in HVACR, or Air Conditioning and Refrigeration (ACR).

Role: The proposed program is within the instructional role for Wallace State Community College -- Selma (WSS).

Mode of Delivery: HVACR program coursework will be offered in-person in the traditional shop or classroom environment, and includes WSS's instructional site in Demopolis, Alabama. All general education courses are offered online. Students will also complete significant work-based learning for the course ACR 192: HVAC Apprenticeship/Internship.

Similar Programs: The following colleges offer comparable long-term certificates at the same CIP code (47.0201): Northeast Alabama Community College (also offers AAS) and Southern Union State Community College. Bishop State Community College, Central Alabama Community College, Northeast Alabama Community College, and Southern Union State Community College offer short-term certificates of less than 30 credit hours at CIP 47.0201. In addition, a number of other community colleges offer related long-term certificate programs at CIP 15.0501 (Air Conditioning/Refrigeration Technician), including Beville State Community College, Bishop State Community College, Gadsden State Community College, Lurleen B. Wallace Community College, Northwest Shoals Community College, Shelton State Community College, Trenholm State Community College, Wallace State Community College – Dothan, Wallace State Community College – Hanceville, Drake State Community College, and Lawson State Community College.

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

Accreditation and Professional Licensure: The college plans to seek programmatic accreditation through the Partnership for Air Conditioning, Heating, and Refrigeration Accreditation (PAHRA). Professional licensure for HVAC and refrigeration contractors is administered by the Alabama Board of Heating, Air Conditioning & Refrigeration Contractors. The Board has indicated that it will consider the proposed program as an approved education provider pending approval from ACHE.

Public Review: The program was posted on the Commission website from April 12, 2021 to May 3, 2021 (twenty days) for public review and comments. No comments were received.

Industry Need: The proposed program is designed to prepare graduates for employment as Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC 49-9021). This occupation is included on the 2021 Statewide In-Demand Occupations List. Commercial and residential building construction is expected to drive employment growth for qualified HVACR technicians.

Program Budget: The proposal projects that \$20,366 in estimated new funds will be required to support the proposed program over the first seven years. The goal of this proposal is for the Demopolis and Green County Campus HVAC program to become fully operational, with the existing full-time faculty member and equipment in Demopolis. This includes \$500 bi-annually for additional library resources and \$18,366 to purchase additional equipment such as refrigerant and electrical supplies necessary for training in HVAC programs.

Attachment 3

**Wallace State Community College -- Selma
 Certificate in Heating, Ventilation, Air Conditioning, and Refrigeration (CIP 47.0201)**

Course Number and Title	Number of Credit Hours	*If New Course
ENG 101 English Composition I	3	
SPH 107 Fundamentals of Public Speaking	3	
MTH 116 Mathematical Applications	3	
CIS 146 Microcomputer Applications	3	
ACR 111 Principles of Refrigeration	3	
ACR 112HVACR Service Procedures	3	
ACR 113 Refrigeration Piping Practices	3	
ACR 121 Principles of Electricity for HVACR	3	
ACR 122 HVACR Electric Circuits	3	
ACR 123 HVACR Electrical Components	3	
ACR 192 HVAC Apprenticeship/Internship	3	
WKO 106 Workplace Skills	3	
WKO 110 NCCER Core	3	
ELECTIVES: 6 Hours of ACR by advisement	6	
Total Hours Required for Certificate	45	

DECISION ITEM: E-11a

Request to Amend Post-Implementation Conditions:
Alabama State University, Master of Arts in History (CIP
54.0101)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve Alabama State University's (ASU'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 enroll enough new students to sustain the average number of graduates at or above the minimum viability standard.
- 3) That the program will produce an average number of graduates at or above the state required minimum of 3.75.
- 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:

ASU's MA in History was approved by the Commission in September 2014 and was implemented in August 2015, a semester later than the original proposed date of January 2015. The program's revised five-year post-implementation report was filed with the Commission on April 26, 2021. The program did not meet the post-implementation conditions for new enrollments or graduates.

ASU has requested an extension to produce an average number of graduates at or above the state required minimum of 3.75. ASU projects dramatic enrollment growth in the program, driven by the addition of a new concentration in public history, partnerships with prominent public history organizations in the Montgomery area, and the addition of a fully online version of the curriculum.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.
2. Unpublished post-implementation report for Alabama State University, with revisions received April 26, 2021. Available upon request.
3. "Guidelines for Consideration of Post-Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Summary of Report on Post-Implementation

**Alabama State University
Master of Arts in History (CIP 54.0101)**

Approved by Commission: September 12, 2014

Proposed Implementation Date: January 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 4, 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.

Master of Arts in History (CIP 54.0101)	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	4	3.75	75%
Reported	1	1	100%

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 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.

DECISION ITEM: E-11b

Request to Amend Post-Implementation Conditions: University of North Alabama, Bachelor of Science in Geographic Information Science (CIP 45.0702)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the University of North Alabama's request to amend the post-implementation conditions for its BS in Geographic Information Science (GIS) (CIP 45.0702) as follows:

1. That the number of required new enrollments be reduced from the original condition of 26 to the current performance level of 14.25 students per year; and
2. That, as a result, the program be deemed to have met post-implementation conditions without need for further reporting.

Background:

The University of North Alabama (UNA) received Commission approval to offer the BS in GIS on December 4, 2015. The program was implemented as planned in January 2016. The post-implementation report was submitted to ACHE on April 21, 2021, indicating that program did not meet its original condition for new enrollments. The program, however, exceeded its condition for annual graduates, producing an average of 13.25 graduates per year over the previous four years. The Code of Alabama 16-5-8(a)(2) sets the minimum viability requirements for baccalaureate programs at 7.5 graduates per year on average.

UNA has requested that the original post-implementation condition be modified to reflect the actual enrollment achieved over the first five years and that the BS in GIS be deemed a viable program going forward. ACHE staff is recommending approval of the request based on the following rationale:

1. The program has demonstrated its viability by producing well over the required minimum of graduates per year.
2. Except for the first year the program was launched, new enrollments have continued to exceed 7.5 students per year, indicating that there is a sustainable pipeline of students.

Supporting Documentation:

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

Attachment 1

Summary of Report on Post-Implementation Conditions

**University of North Alabama
 Bachelor of Science in Geographic Information Science (CIP 45.0702)**

Approved by Commission: December 2015

Proposed Implementation Date: January 2016

Actual Implementation Date: January 2016

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2016-17 through 2020-21 (five-year average) will be at least 26, 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 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 Science in GIS (CIP 45.0702)	Average New Enrollment Headcount 2016-17 through 2020-21	Average Number of Graduates, 2016-17 through 2019-20	Percentage of Graduates Employed in The Field
Required	26 (25% reduction = 19.5)	7.5	75%
Reported	14.25	13.25	77%
	Not met	Exceeded	Info only

Condition 1: The program did not meet the condition for average new enrollments, even with a 25% reduction from the proposed number as allowed by ACHE policy.

Condition 2: The program exceeded 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: E-12

Troy University, Consolidated Program Inventory

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve Troy University's request to consolidate and revise its academic program inventory with updated program titles and CIP codes as presented.

That the Commission approve a modified process for Troy University to expand program coursework to its sites in Dothan and Montgomery. Based upon the continued need to review program offerings for duplication within a given service area, Troy University will continue to seek Commission approval to offer more than 25% of a program's coursework at its Dothan site and/or its Montgomery site. For any offerings of 25% or less of program-specific courses, Troy University will notify the Commission prior to delivery.

That the Commission approve Troy University's request to offer full program coursework (up to 100%) at its Dothan site for the following program:

A.A. 240199 General Education

That the Commission accept Troy University's notification of its intent to offer limited program coursework (up to 25% of program-specific courses) at its Dothan site for the following programs:

B.S./B.A.	30104	Environmental Science
B.S./B.A.	90101	Communication Arts
B.S./B.A.	90401	Multimedia Journalism
B.S./B.A.	90701	Radio/Television
A.S.	110101	Computer Science
B.S./B.A.	110101	Cyber Security
M.S.	110101	Computer Science
Ed.S.	130101	Education, General
M.S.	131401	Second Language Instruction
B.S.	151102	Surveying and Geomatics Sciences
B.A.	160905	Spanish
B.S.	161603	Interpreter Training
B.S./B.A.	261302	Marine Biology
M.S.	261305	Environmental and Biological Sciences
M.S.	261305	Biomedical Sciences
B.S./B.A.	310504	Hospitality, Sport, and Tourism Management
M.S.	310504	Sport Management

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 11, 2021

Ph.D.	310504	Sport Management
B.S.	400801	Physics
M.P.A.	440401	Public Administration
B.S./B.A.	450201	Anthropology
B.S.	450702	Geographic Information Sciences
B.S./B.A.	451001	Political Science
B.S.	510001	Health Promotion
B.S.	510913	Athletic Training Education
M.S.	510913	Athletic Training
Ph.D.	520213	Global Leadership
B.S.B.A.	520301	Accounting

That the Commission accept Troy University's notification of its intent to offer limited program coursework (up to 25% of program-specific courses) at its Montgomery site for the following programs:

M.S.Ed.	130401	Instructional Leadership and Administration
Ed.S.	130401	Instructional Leadership and Administration
M.S.	430103	Criminal Justice Administration
B.S./B.A.	440701	Social Work
B.S./B.A.	449999	Human Services
B.S.	510000	Applied Health Sciences
B.S./B.A.	512399	Rehabilitation
B.A.Ed./ B.S.Ed.	131202	Elementary Education
B.S./B.A.	300101	Comprehensive General Sciences
B.S./B.A.	400501	Chemistry
B.S./B.A.	430104	Criminal Justice
M.S.	450901	International Relations
B.S./B.A.	451101	Sociology
M.B.A.	520201	Business Administration
B.S.B.A.	520601	Economics
M.A.	520601	Economics
B.S./B.A.	30104	Environmental Science
B.S./B.A.	90101	Communication Arts
B.S./B.A.	90401	Multimedia Journalism
B.S./B.A.	90701	Radio/Television
B.S./B.A.	110101	Cyber Security
M.S.	131401	Second Language Instruction
B.S.	151102	Surveying and Geomatics Sciences
B.A.	160905	Spanish
B.S.	161603	Interpreter Training

B.S./B.A.	261302	Marine Biology
M.S.	261305	Environmental and Biological Sciences
M.S.	261305	Biomedical Sciences
B.S./B.A.	310504	Hospitality, Sport, and Tourism Management
M.S.	310504	Sport Management
Ph.D.	310504	Sport Management
B.S.	400801	Physics
M.P.A.	440401	Public Administration
B.S./B.A.	450201	Anthropology
B.S.	450702	Geographic Information Sciences
B.S.	510001	Health Promotion
B.S.	510913	Athletic Training Education
M.S.	510913	Athletic Training
Ph.D.	520213	Global Leadership

Background:

In June 2005, the Commission approved the administrative and institutional consolidation of Troy State University, Troy State University Montgomery, and Troy State University Dothan to form a single institution, Troy University, with instructional sites in Troy, Phenix City, Montgomery, and Dothan. As a part of this consolidation, the Commission approved the following recommendations regarding academic programs: a) that “the merged Troy University will have one set of programs that may be offered at any of the three campuses, but will not necessarily be offered at all three”; and b) that “no program not currently offered at a campus may be offered at another campus without the approval of ACHE.” In September 2009, the Commission established a process to review Troy’s requests for expansion of programs to additional campuses as reasonable extensions/alterations of existing programs.

In keeping with these provisions, each of Troy’s program listings in the Academic Program Inventory currently designates the instructional sites that have been approved by the Commission. The attached list presents Troy’s entire program inventory (as of May 2021), with an indication for each program whether it has been approved for the Dothan and/or Montgomery site and whether the approval occurred prior to the 2005 merger or following the 2005 merger.

Troy has requested that its program listings in the Academic Program Inventory be revised to reflect a unified set of programs, with updated program titles and CIP codes where appropriate. Site approval information will be retained in ACHE’s database, but not in the program title. In addition, Troy has requested to streamline the process for expanding program offerings to the Dothan and Montgomery sites. The current process requires Troy to seek approval from ACHE for any program-specific offerings at a new instructional site. The proposed process would allow Troy to offer limited program coursework (up to 25% of

program-specific courses) at its sites in Dothan and Montgomery with prior notification to ACHE. Program offerings of more than 25% would still require Commission approval.

Supporting Documentation:

1. Proposed Consolidated Program Inventory for Troy University, attached.
2. "Administrative and Institutional Consolidation of Troy State University, Troy State University Montgomery, and Troy State University Dothan," approved June 24, 2005. Available upon request.
3. "Process for Action on Troy University's Request to Expand Specified Academic Programs to the Dothan Campus," approved September 11, 2009. Available upon request.

Friday, June 11, 2021

CIP	AWARD	CURRENT PROGRAM INVENTORY TITLE	DOTHAN CAMPUS OFFERING	MONTGOMERY CAMPUS OFFERING	PROPOSED INVENTORY TITLE	UPDATED CIP
30104	B.S./B.A.	ENVIRONMENTAL SCIENCE (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	ENVIRONMENTAL SCIENCE	
90101	B.S./B.A.	COMMUNICATION ARTS (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	COMMUNICATION ARTS	
90401	B.S./B.A.	MULTIMEDIA JOURNALISM (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	MULTIMEDIA JOURNALISM	
90701	B.S./B.A.	RADIO/TELEVISION (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	RADIO/TELEVISION	
90909	M.S.	STRATEGIC COMMUNICATION	Approved up to 100% (post-2005)	Approved up to 100% (post-2005)	STRATEGIC COMMUNICATION	
110101	A.S.	COMPUTER SCIENCE (MTG)	Plans to offer less than 25%	Approved up to 100% (pre-2005)	COMPUTER SCIENCE	
110101	B.S./B.A.	APPLIED COMPUTER SCIENCE (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	COMPUTER SCIENCE	
110101	B.S./B.A.	CYBER SECURITY	Plans to offer less than 25%	Plans to offer less than 25%	CYBER SECURITY	111003
110101	M.S.	COMPUTER SCIENCE (MTG, TROY)	Plans to offer less than 25%	Approved up to 100% (pre-2005)	COMPUTER SCIENCE	
130101	Ed.S.	EDUCATION, GENERAL (MTG)	Plans to offer less than 25%	Approved up to 100% (pre-2005)	EDUCATION, GENERAL	
130401	M.S.Ed.	INSTRUCTIONAL LEADERSHIP AND ADMINISTRATION (TROY, DOTHAN)	Approved up to 100% (post-2005)	Plans to offer less than 25%	INSTRUCTIONAL LEADERSHIP AND ADMINISTRATION	
130401	Ed.S.	INSTRUCTIONAL LEADERSHIP AND ADMINISTRATION (TROY, DOTHAN)	Approved up to 100% (post-2005)	Plans to offer less than 25%	INSTRUCTIONAL LEADERSHIP AND ADMINISTRATION	
131101	M.S.Ed.	SCHOOL COUNSELING (TROY, DOTHAN, MTG)	Approved up to 100% (post-2005)	Approved up to 100% (post-2005)	SCHOOL COUNSELING	
131101	Ed.S.	COUNSELING (TROY, DOTHAN, MTG)	Approved up to 100% (post-2005)	Approved up to 100% (post-2005)	COUNSELING	
131201	M.S.	ADULT EDUCATION (TROY, DOTHAN, MTG)	Approved up to 100% (post-2005)	Approved up to 100% (pre-2005)	ADULT EDUCATION	
131202	B.S.Ed./ B.A.Ed.	ELEMENTARY EDUCATION (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Plans to offer less than 25%	ELEMENTARY EDUCATION	
131202	M.S.Ed.	ELEMENTARY EDUCATION (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	ELEMENTARY EDUCATION	
131202	Ed.S.	ELEMENTARY EDUCATION (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	ELEMENTARY EDUCATION	
131205	B.S.Ed./ B.A.Ed.	SECONDARY EDUCATION (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Does not plan to offer	SECONDARY EDUCATION	
131205	M.S.Ed.	SECONDARY EDUCATION (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Does not plan to offer	SECONDARY EDUCATION	
131205	Ed.S.	SECONDARY EDUCATION (TROY)	Does not plan to offer	Does not plan to offer	SECONDARY EDUCATION	
131206	B.M.Ed.	TEACHER EDUCATION, MULTIPLE LEVELS (TROY)	Does not plan to offer	Does not plan to offer	TEACHER EDUCATION, MULTIPLE LEVELS	
131206	B.S.Ed./ B.A.Ed.	TEACHER EDUCATION, MULTIPLE LEVELS (TROY)	Does not plan to offer	Does not plan to offer	TEACHER EDUCATION, MULTIPLE LEVELS	
131206	M.S.Ed.	TEACHER EDUCATION, MULTIPLE LEVELS (TROY)	Does not plan to offer	Does not plan to offer	TEACHER EDUCATION, MULTIPLE LEVELS	
131206	Ed.S.	TEACHER EDUCATION, MULTIPLE LEVELS (TROY)	Does not plan to offer	Does not plan to offer	TEACHER EDUCATION, MULTIPLE LEVELS	
131210	B.S.Ed./ B.A.Ed.	EARLY CHILDHOOD EDUCATION (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Does not plan to offer	EARLY CHILDHOOD EDUCATION	
131210	M.S.Ed.	EARLY CHILDHOOD EDUCATION (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Does not plan to offer	EARLY CHILDHOOD EDUCATION	
131210	Ed.S.	EARLY CHILDHOOD EDUCATION (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Does not plan to offer	EARLY CHILDHOOD EDUCATION	
131307	B.S.	HEALTH EDUCATION (TROY)	Does not plan to offer	Does not plan to offer	HEALTH EDUCATION	
131319	B.S.	OCCUPATIONAL EDUCATION	Approved up to 100% (post-2005)	Approved up to 100% (post-2005)	OCCUPATIONAL EDUCATION	
131401	M.S.	SECOND LANGUAGE INSTRUCTION	Plans to offer less than 25%	Plans to offer less than 25%	SECOND LANGUAGE INSTRUCTION	
150399	B.S.	ELECTRONICS ENGINEERING TECHNOLOGY	Does not plan to offer	Does not plan to offer	ELECTRONICS ENGINEERING TECHNOLOGY	
151102	B.S.	SURVEYING AND GEOMATICS SCIENCES (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	SURVEYING AND GEOMATICS SCIENCES	
160905	B.A.	SPANISH (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	SPANISH	
161603	B.S.	INTERPRETER TRAINING (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	INTERPRETER TRAINING	
230101	B.S./B.A.	ENGLISH (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	ENGLISH	
240199	A.S.	GENERAL EDUCATION (DOTHAN, MTG, TROY)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	GENERAL EDUCATION	
240199	A.A.	GENERAL EDUCATION (MTG, TROY)	Plans to offer up to 100%	Approved up to 100% (pre-2005)	GENERAL EDUCATION	
260101	B.S./B.A.	BIOLOGY (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	BIOLOGY	
261302	B.S./B.A.	MARINE BIOLOGY (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	MARINE BIOLOGY	

Friday, June 11, 2021

CIP	AWARD	CURRENT PROGRAM INVENTORY TITLE	DOTHAN CAMPUS OFFERING	MONTGOMERY CAMPUS OFFERING	PROPOSED INVENTORY TITLE	UPDATED CIP
261305	M.S.	ENVIRONMENTAL AND BIOLOGICAL SCIENCES	Plans to offer less than 25%	Plans to offer less than 25%	ENVIRONMENTAL AND BIOLOGICAL SCIENCES	
261305	M.S.	BIOMEDICAL SCIENCES (TROY, DOTHAN, MTG)	Plans to offer less than 25%	Plans to offer less than 25%	BIOMEDICAL SCIENCES	260102
270101	B.S./B.A.	MATHEMATICS (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	MATHEMATICS	
300101	B.S./B.A.	COMPREHENSIVE GENERAL SCIENCES (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Plans to offer less than 25%	COMPREHENSIVE GENERAL SCIENCES	
309999	B.S.	INTERDISCIPLINARY STUDIES	Approved up to 100% (post-2005)	Approved up to 100% (post-2005)	INTERDISCIPLINARY STUDIES	
310504	B.S./B.A.	HOSPITALITY, SPORT, & TOURISM MGT (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	HOSPITALITY, SPORT, & TOURISM MANAGEM	520901
310504	M.S.	SPORT MANAGEMENT (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	SPORT MANAGEMENT	
310504	Ph.D.	SPORT MANAGEMENT	Plans to offer less than 25%	Plans to offer less than 25%	SPORT MANAGEMENT	
310505	B.S.	EXERCISE SCIENCE (TROY)	Does not plan to offer	Does not plan to offer	EXERCISE SCIENCE	
310505	M.S.	KINESIOLOGY	Does not plan to offer	Does not plan to offer	KINESIOLOGY	
400501	B.S./B.A.	CHEMISTRY (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Plans to offer less than 25%	CHEMISTRY	
400801	B.S.	PHYSICS (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	PHYSICS	
420101	B.S./B.A.	PSYCHOLOGY (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	PSYCHOLOGY	
422803	M.S.	COUNSELING (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	COUNSELING	
422814	M.S.	APPLIED BEHAVIOR ANALYSIS	Does not plan to offer	Approved up to 100% (post-2005)	APPLIED BEHAVIOR ANALYSIS	
430103	M.S.	CRIMINAL JUSTICE ADMINISTRATION (TROY, DOTHAN)	Approved up to 100% (post-2005)	Plans to offer less than 25%	CRIMINAL JUSTICE ADMINISTRATION	
430104	B.S./B.A.	CRIMINAL JUSTICE (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Plans to offer less than 25%	CRIMINAL JUSTICE	
440401	M.P.A.	PUBLIC ADMINISTRATION (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	PUBLIC ADMINISTRATION	
440701	B.S./B.A.	SOCIAL WORK (TROY, DOTHAN)	Approved up to 100% (post-2005)	Plans to offer less than 25%	SOCIAL WORK	
440701	M.S.W.	SOCIAL WORK (TROY, DOTHAN, MTG)	Approved up to 100% (post-2005)	Approved up to 100% (post-2005)	SOCIAL WORK	
449999	B.S./B.A.	HUMAN SERVICES (TROY, DOTHAN)	Approved up to 100% (post-2005)	Plans to offer less than 25%	HUMAN SERVICES	440000
450101	B.S./B.A.	SOCIAL SCIENCES (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	SOCIAL SCIENCES	
450101	M.S.Sc.	SOCIAL SCIENCE (TROY, DOTHAN, MTG)	Approved up to 100% (post-2005)	Approved up to 100% (post-2005)	SOCIAL SCIENCE	
450201	B.S./B.A.	ANTHROPOLOGY (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	ANTHROPOLOGY	
450702	B.S.	GEOGRAPHIC INFORMATION SCIENCES	Plans to offer less than 25%	Plans to offer less than 25%	GEOGRAPHIC INFORMATION SCIENCES	
450901	M.S.	INTERNATIONAL RELATIONS (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Plans to offer less than 25%	INTERNATIONAL RELATIONS	
451001	B.S./B.A.	POLITICAL SCIENCE (TROY, MTG)	Plans to offer less than 25%	Approved up to 100% (pre-2005)	POLITICAL SCIENCE	
451101	B.S./B.A.	SOCIOLOGY (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Plans to offer less than 25%	SOCIOLOGY	
500301	B.F.A.	DANCE (TROY)	Does not plan to offer	Does not plan to offer	DANCE	
500701	B.A.	FINE ARTS (TROY)	Does not plan to offer	Does not plan to offer	FINE ARTS	
500701	B.F.A.	FINE ARTS (TROY)	Does not plan to offer	Does not plan to offer	FINE ARTS	
500901	B.S./B.A.	MUSIC (TROY)	Does not plan to offer	Does not plan to offer	MUSIC	
510000	B.S.	HEALTH SCIENCES	Approved up to 100% (post-2005)	Plans to offer less than 25%	APPLIED HEALTH SCIENCES	
510001	B.S.	HEALTH PROMOTIOM	Plans to offer less than 25%	Plans to offer less than 25%	HEALTH PROMOTION	
510913	B.S.	ATHLETIC TRAINING EDUCATION (TROY)	Plans to offer less than 25%	Plans to offer less than 25%	ATHLETIC TRAINING EDUCATION	
510913	M.S.	ATHLETIC TRAINING	Plans to offer less than 25%	Plans to offer less than 25%	ATHLETIC TRAINING	
512399	B.S./B.A.	REHABILITATION (TROY, DOTHAN)	Approved up to 100% (post-2005)	Plans to offer less than 25%	REHABILITATION	512300
513801	A.S.	NURSING (TROY)	Does not plan to offer	Does not plan to offer	NURSING	
513801	B.S.N.	NURSING (TROY, DOTHAN)	Approved up to 100% (post-2005)	Does not plan to offer	NURSING	
513801	M.S.N.	NURSING (TROY, DOTHAN)	Approved up to 100% (post-2005)	Does not plan to offer	NURSING	
513802	D.N.P.	NURSING (TROY, MTG, DOTHAN)	Approved up to 100% (post-2005)	Approved up to 100% (post-2005)	NURSING	513818
520201	B.S.B.A.	GLOBAL BUSINESS (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	GLOBAL BUSINESS	
520201	M.B.A.	BUSINESS ADMINISTRATION (TROY, DOTHAN)	Approved up to 100% (pre-2005)	Plans to offer less than 25%	BUSINESS ADMINISTRATION	
520201	M.S.M.	MANAGEMENT (TROY, DOTHAN, MONTGOMERY)	Approved up to 100% (post-2005)	Approved up to 100% (post-2005)	MANAGEMENT	
520213	Ph.D.	GLOBAL LEADERSHIP	Plans to offer less than 25%	Plans to offer less than 25%	GLOBAL LEADERSHIP	

Friday, June 11, 2021

CIP	AWARD	CURRENT PROGRAM INVENTORY TITLE	DOTHAN CAMPUS OFFERING	MONTGOMERY CAMPUS OFFERING	PROPOSED INVENTORY TITLE	UPDATED CIP
520216	B.A.S.	RESOURCES AND TECHNOLOGY MANAGEMENT	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	RESOURCES AND TECHNOLOGY	
520301	B.S.B.A.	ACCOUNTING (TROY, MTG)	Plans to offer less than 25%	Approved up to 100% (pre-2005)	ACCOUNTING	
520301	M.Acc.	ACCOUNTANCY (TROY)	Does not plan to offer	Does not plan to offer	ACCOUNTANCY	
520601	B.S.B.A.	ECONOMICS (TROY)	Does not plan to offer	Plans to offer less than 25%	ECONOMICS	
520601	M.A.	ECONOMICS	Does not plan to offer	Plans to offer less than 25%	ECONOMICS	
521001	M.S.	HUMAN RESOURCE MANAGEMENT (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	HUMAN RESOURCE MANAGEMENT	
521101	M.B.A.	INTERNATIONAL BUSINESS ADMINISTRATION (TROY, DOTHAN, MTG)	Approved up to 100% (post-2005)	Approved up to 100% (post-2005)	INTERNATIONAL BUSINESS ADMINISTRATION	
540101	B.S./B.A.	HISTORY (TROY, DOTHAN, MTG)	Approved up to 100% (pre-2005)	Approved up to 100% (pre-2005)	HISTORY	

INFORMATION ITEM: F-1

Implementation of Distance Education Programs

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

For information only.

Background:

Commission policy states that academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs as distance education offerings must report this intent to the Commission prior to implementation.

In compliance with the Commission's policy on distance education, the following institutions have reported plans to implement the distance education programs listed, effective Summer 2021.

Auburn University

MEd in Secondary Education--Social Science Education
(CIP 13.1205)

MS in Civil Engineering (CIP 14.0801)

Auburn University at Montgomery

MS in Management Information Systems, Business and Data
Analytics Option (CIP 11.0103)

Supporting Documentation:

1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-3-.04. Available upon request.
2. Written unpublished documentation provided by the institutions. Available upon request.

INFORMATION ITEM: F-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>Calhoun Community College</u>	<u>CIP Code</u>
Computer Information Systems w/emp in Cybersecurity Foundations	11.0101
Computer Information Systems w/emp in Systems Engineering Technology	11.0101
Plumbing	46.0503
Advanced Manufacturing w/emp in Basic Welding Automation	15.0613
<u>Chattahoochee Valley Community College</u>	<u>CIP Code</u>
Design and Visual Communications	50.0401
<u>Drake State Community & Technical College</u>	<u>CIP Code</u>
Patient Care Technician	51.3902
<u>Ingram State Technical College</u>	<u>CIP Code</u>
Introduction to Automotive Service Writing	47.0699
Estimating for Automotive Service Writers	47.0699
Intermediate Automotive Service Writing	47.0699
Marine Maintenance/Fitter and Ship Repair Technology/Technician w/emp in Basic Marine Systems	47.0616
<u>Northeast Alabama Community College</u>	<u>CIP Code</u>
Building Construction Technology	46.0415
<u>Northwest-Shoals Community College</u>	<u>CIP Code</u>
Plumbing (Air Conditioning/Refrigeration Technology)	46.0503
<u>Reid State Technical College</u>	<u>CIP Code</u>
Pharmacy Technology	51.0805

INFORMATION ITEM: F-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	27.0301	Applied Mathematics, General, MS/MAM Applied Mathematics, General, MAM
Auburn University	27.0501	Statistics, General, MS/MProbS Statistics, General, MS
University of Alabama at Birmingham	30.7004 11.0401	Data Science, MS
University of Alabama in Huntsville	40.9999	Earth System Science, BS Atmospheric and Earth Science, BS
University of North Alabama	30.3301	Earth Systems Sustainability, BS/BA Sustainability, BS/BA
University of North Alabama	40.9999 51.2206	Industrial Hygiene, BS/BA Occupational Health Science, BS/BA

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

Auburn University	01.1102	Master of Turf Management in Turfgrass Management
Auburn University	13.0401	Graduate Certificate in Rehabilitation Leadership and Management
Auburn University	54.0101	Graduate Certificate in Archival Studies
Jacksonville State University	50.0602	Undergraduate Certificate in Film Technology

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 11, 2021

Troy University	13.1307	Bachelor of Science in Health Education
University of North Alabama	42.2814	Certificate in Applied Behavior Analysis
University of North Alabama	45.1101	Post Bachelor Certificate in Gerontology
University of North Alabama	52.0601	Bachelor of Business Administration in Economics

Two-Year Institutions

Gadsden State Community College	51.0803	Associate of Applied Science and Certificate in Occupational Therapy
---------------------------------	---------	--

C. Programs Placed on Inactive Status

None

INFORMATION ITEM: F-4

Non-Substantive 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

Alabama A&M University

1. Addition of a Concentration in Artificial Intelligence to the Existing BS in Computer Science (CIP 11.0101)
2. Addition of a Track in Literature and Writing to the Existing BA in English (CIP 23.0101)
3. Addition of a Track in Professional/Creative Writing to the Existing BA in English (CIP 23.0101)
4. Addition of a Track in Literature and Cultural Studies to the Existing BA in English (CIP 23.0101)

Jacksonville State University

1. Addition of a Concentration in Data Science to the Existing BS in Computer Science (CIP 11.0101)
2. Addition of a Concentration in Healthcare Administration to the Existing MBA in Business Administration (CIP 52.0101)

University of Alabama at Birmingham

1. Addition of a Track in Imaging Specialist to the Existing MS in Nuclear Medicine Technology (CIP 51.0905)
2. Addition of a Track in Radiation Safety to the Existing MS in Nuclear Medicine Technology (CIP 51.0905)
3. Addition of a Track in Research to the Existing MS in Nuclear Medicine Technology (CIP 51.0905)
4. Addition of a Concentration in Japanese to the Existing BA in Foreign Languages (CIP 16.0101)

University of Montevallo

1. Addition of a Concentration in Advertising to the Existing BBA in Marketing/Marketing Management (CIP 52.1401)
2. Addition of a Concentration in Digital Marketing and Analytics to the Existing BBA in Marketing/Marketing Management (CIP 52.1401)
3. Addition of a Concentration in Sales to the Existing BBA in Marketing/Marketing Management (CIP 52.1401)

University of West Alabama

1. Addition of a Track in Conservation Enterprise to the Existing BS/BA in Environmental Science (CIP 30.0101)
2. Addition of a Track in Library Media to the Existing EdD in Rural Education (CIP 13.9999)

Alabama Community College System

Calhoun Community College

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

Southern Union State Community College

1. Addition of an Option in Industrial Systems to the Existing AAS and STC in Industrial Maintenance Technology (CIP 47.0303)
2. Addition of an Option in Accounting to the Existing AAS in Business Management and Entrepreneurship (CIP 52.0101)
3. Addition of an Option in Medical Office Specialist to the Existing AAS and STC in Office Management and Support Technology (CIP 52.0401)

Wallace State Community College (Selma)

1. Addition of an Option in Advanced Manufacturing to the Existing AAS in Industrial Maintenance (CIP 47.0303)

INFORMATION ITEM: F-5

University of South Alabama, New Exempt Off-Campus Site:
Theodore High School, Theodore, AL

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

For information only.

Background:

The University of South Alabama (USA) plans to offer coursework at the following new off-campus site beginning Spring 2021:

University of South Alabama (USA) – Theodore High School, Theodore, AL.

An official with USA has signed the institutional certification for the proposed site, pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction; and b) the required annual site follow-up report will be sent.

The USA School of Computing began offering the Computer Science course CSC 120: Problem Solving and Program Concepts at Theodore High School in the Spring 2021 term. Theodore is in Mobile County and is within the University's service area.

The proposed off-campus site is exempt from Commission review because it is a high school site exclusively for early admission and accelerated/dual enrollment.

Supporting Documentation:

1. Proposal for New Off-Campus Site at Theodore High School, Theodore, 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: University of South Alabama

Administrator Responsible for Site

Name & Title: Dr Alec Yasinsac

Telephone: 251-460-6390

Fax: 251-460-7274

E-Mail: yasinsac@southalabama.edu

Contact Person at Site if Other Than Administrator Above

Name & Title: Krista Stacey

Telephone: 251-221-3351

Fax: 251-221-3355

E-Mail: kjstacey@mcpss.com

Location of Proposed Site

Facility: Theodore High School

Street Address: 6201 Swedetown Rd.

City: Theodore

County: Mobile

When will you begin offering instruction at this site?

Spring 2021

<u>Type of Site</u>	<u>Check One:</u>
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.	X
2-year college site located within SBE approved service area.	
University site located within Commission recognized off-campus service area.	

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

Certification

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

Signature of President/Chancellor:



Date: 5/3/21

COURSE LIST

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

Courses (Include Number & Title)
CSC 120: Problem Solving and Programming Concepts

INFORMATION ITEM: F-6

Updates to Units of Instruction, Research, Public Service, and Administration

Staff Presenter:

Ms. Kristan White
Academic Program Review Analyst

Staff Recommendation:

For information only.

Background:

According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & Other Units of Instruction), a department is an instructional unit encompassing a discrete branch of study; usually located within a division and/or a school or college.

Administrative changes at the department level, such as establishing a new department, combining two or more departments into a single department, or dividing a department into two or more departments, are considered non-substantive and do not require Commission approval. However, before any of these changes may be implemented, they must be presented to the Commission as information items. If the administrative change creates a more prominent unit of instruction such as a division or school, Commission approval as a new unit is required. Establishment or changes to units of administration, as opposed to units of instruction, research, or public service, are also considered non-substantive.

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

Supporting Documentation:

1. Proposed Non-substantive Updates to Institutional Units, attached.
2. Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
3. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
4. Written unpublished documentation provided by the institutions. Available upon request.

Attachment 1

Proposed Non-Substantive Updates to Institutional Units

A. Establishment of Units

- Jacksonville State University, Establishment of the Division of Program Operations as a New Unit of Administration
- University of Alabama at Birmingham, Establishment of the UAB Immunology Institute in the UAB School of Medicine as a New Unit of Research

B. Unit Name Changes

- Auburn University, Change in the Name of the Department of Foreign Languages and Literatures to the Department of World Languages, Literatures, and Cultures
- Auburn University, Change in the Name of the Department of Theatre to the Department of Theatre and Dance
- Jacksonville State University, Change in the Name of the Department of Drama to the Department of Theatre and Film
- Jacksonville State University, Change in the Name of the Center for Economic Education to the Center for Entrepreneurship
- Jacksonville State University, Change in the Name of the School of Education to the College of Education and Professional Studies
- Jacksonville State University, Change in the Name of the School of Science to the College of Science and Mathematics
- Jacksonville State University, Change in the Name of the School of Human Services and Social Sciences to the College of Social and Behavioral Sciences
- Jacksonville State University, Change in the Name of the School of Health Professions and Wellness to the College of Health Professions and Wellness
- Jacksonville State University, Change in the Name of the School of Business and Industry to the College of Business and Industry
- Jacksonville State University, Change in the Name of the School of Arts and Humanities to the College of Arts and Humanities
- University of North Alabama, Change in the Name of the Department of Chemistry and Industrial Hygiene to the Department of Chemistry and Occupational Health Science
- University of North Alabama, Change in the Name of the College of Business to the College of Business and Technology

- University of South Alabama, Change in the Name of the Center for Real Estate and Economic Development to the South Alabama Center for Business Analytics, Real Estate, and Economic Development

C. Reorganization of Units

- Jacksonville State University, Reorganization of Units of Administration under the Division of Program Operations, which will include the Marketing and Communication unit from the Division of University Advancement, the University Police unit from the Division of Finance and Administration, Environmental Health and Safety from the Division of Internal Audit, External Affairs responsibilities from the Division of Finance and Administration, and the newly established Professional Development Academy

D. Dissolution of Units

None

INFORMATION ITEM: F-7

Implementation of Non-Degree Programs at Senior Institutions

Staff Presenter:

Ms. Kristan White
Academic Program Review Analyst

Staff Recommendation:

For information only.

Background:

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

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

Athens State University

- Undergraduate Certificate: Pre-Health (CIP 51.1102)
- Undergraduate Certificate: Forensic Accounting (CIP 43.0405)
- Graduate Certificate: Strategic Business Analytics (CIP 52.1301)
- Graduate Certificate: Strategic Leadership (CIP 52.0213)

Jacksonville State University

- Undergraduate Certificate: Sustainable Trail Science (CIP 03.0299)
- Undergraduate Certificate: Drone Piloting and Spatial Data Analytics (CIP 45.0702)

University of Alabama at Birmingham

- Graduate Certificate: Postdoctoral Professional Development (CIP 35.0103)

University of North Alabama

- Undergraduate Certificate: Remote Sensing (CIP 45.0702)
- Undergraduate Certificate: Culinary Arts Management – Food Management (CIP 52.0905)
- Undergraduate Certificate: Micro-Credential in Communication Studies for Nonprofits (CIP 09.0901)
- Undergraduate Certificate: Micro-Credential in Public Relations for Nonprofits (CIP 09.0902)
- Undergraduate Certificate: Micro-Credential in Media Writing (CIP 09.0401)

Supporting Documentation:

1. Summary of Proposed Non-Degree Programs at Senior Institutions, attached.
2. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

Attachment 1

Summary of Proposed Non-Degree Programs at Senior Institutions

ATHENS STATE UNIVERSITY (ATSU)

Undergraduate Certificate: Pre-Health (CIP 51.1102, Level 1)

Offered by the College of Arts and Sciences, the Undergraduate Certificate in Pre-Health is designed to provide non-traditional and first-generation college students a tangible course plan for applying to professional programs, including medical (MD and DO), PT, PA, OT, pharmacy, dental, nurse practitioner, veterinary, podiatry, chiropractic, optometry, athletic training, anesthesiologist assistant, audiology, and psychiatry. Students will have access to a pre-health advisor who can help them plan for non-course related requirements, such as standardized tests, shadowing, and application materials. This certificate is flexible enough to cover the pre-requisites for most Pre-Health professional programs. It also includes the classes necessary to prepare for the MCAT, OAT, and PCAT. For this three-semester certificate, students will transfer to Athens State from a community college either in the Fall or Spring semester after completing any required chemistry and physics courses.

Undergraduate Certificate: Forensic Accounting (CIP 43.0405, Level 1)

Offered by the College of Business, the Undergraduate Certificate in Forensic Accounting is designed to prepare students for careers in forensic accounting, complete requirements for professional certifications, including Certified Professional Accountant (CPA) certification, and advancement into graduate programs. This Forensic Accounting certificate will provide returning students an opportunity to earn the hours required for the second tier for licensure as a CPA in State of Alabama CPA requirements and prepare them for the major professional certifications in forensic accounting: Certified in Financial Forensics (CFF), Certified Fraud Examiner (CFE), and Forensic Certified Public Accountant (FCPA). Students are required to complete five courses for a total of 15 semester hours.

Graduate Certificate: Strategic Business Analytics (CIP 52.1301, Level 6)

Offered by the College of Business, the Graduate Certificate in Business Analytics is designed to advance knowledge and skills specific to using and interpreting analytics in a business and decision-making setting. The certificate incorporates training in descriptive, predictive analytics and causal methods, strategic use of information systems, and artificial intelligence. Coursework was developed for the recently approved MS in Strategic Leadership and Business Analytics (CIP 52.0213) and consists of 15 credit hours in the following: BUS 525 Foundations of Business Analytics; BUS 603 Business Analytics for Decision Making; BUS 675 Business Analytics Practicum; and 6 credit hours of approved electives.

Graduate Certificate: Strategic Leadership (CIP 52.0213, Level 6)

Offered by the College of Business, the Graduate Certificate in Strategic Leadership is designed for students who must balance work, personal commitments, and financial challenges. Coursework in Strategic Leadership was developed for the recently approved MS in Strategic Leadership and Business Analytics (CIP 52.0213) and consists of 15 credit hours in the following: LDR 500 Influential Leadership; LDR 654 Strategic Thinking, Behavior, and Leadership; LDR 680 Human Capital Leadership; LDR 700 Strategic Leadership and Business Analytics Capstone Experience; and one approved elective. The three-course leadership sequence (LDR 500, LDR 654, and LDR 680) will enable students to earn professional certifications in Advanced Leadership and Executive Leadership through the National Society of Leadership and Success (NSLS). In addition, the Strategic Leadership and Business Analytics Capstone Experience (LDR 700) will require students to complete hands-on leadership projects within sponsoring organizations.

JACKSONVILLE STATE UNIVERSITY (JSU)

Undergraduate Certificate: Sustainable Trail Science (CIP 03.0299, Level 1)

Offered by the Department of Chemistry and Geosciences within the School of Science, the Undergraduate Certificate in Sustainable Trail Science is designed to provide individuals with the skills and knowledge necessary for pursuing positions in trail building and maintenance, outdoor recreation, land management agencies, leading volunteer crews, and regional trail advocacy. The scientific basis for this program rests in a process-based understanding of how plants, sediments, soils, and water can be impacted by trails and recreational trail users. Students will learn to evaluate the landscape and make sound decisions about how to maintain or build trails to lessen negative environmental impacts. This program will provide real-world experiential learning with a required internship where students will be required to partner with a trails group and complete a mapping project or a trail assessment, or trail construction and maintenance projects. Students are required to complete four courses for a total of 12 semester hours.

Undergraduate Certificate: Drone Piloting and Spatial Data Analytics (CIP 45.0702, Level 1)

Offered by the Department of Chemistry and Geosciences within the School of Science, the Undergraduate Certificate in Drone Piloting and Spatial Data Analytics is designed to focus on unmanned vehicle piloting, aerial data acquisition, and spatial data analytics. Students will learn to pilot a drone to collect and analyze data such as LiDAR (Light Detecting and Ranging for Elevations), Multi-Spectral Data, in the Red, Green and Blue spectrum (for true color), as well as near infrared spectrum, and thermal spectrum bands. These processes are used extensively in industry, utilities, crime scene investigations, and emergency management field operations. After completion of this program, students will be prepared to sit for the FAA Part 107 exam. Students are required to complete four courses for a total of 12 semester hours including a practicum course where they will design and execute a project from beginning to end. The use of unmanned aerial systems (UAS) provides experiential learning by providing field experiences as a component of the certificate program.

UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)

Graduate Certificate: Postdoctoral Professional Development (CIP 35.0103, Level 6)

Offered by the UAB Graduate School, the Graduate Certificate in Postdoctoral Professional Development is designed to fill a current demand for postdoctoral professionals with skills in professional and career development, such as grant writing, research ethics and project management. This certificate program will fill an important gap in instruction across postdoctoral training in a wide variety of disciplines at the university and will not replace any existing programs, specializations, options or concentrations with existing programs at UAB. It will be collaboratively administered via respective schools. This provides an opportunity for partnership and collaboration across campus on an innovative, interdisciplinary certificate program. Graduates of this certificate program will gain knowledge and skills in communication, leadership, mentorship, and principles of scientific integrity. Students are required to complete 9 core credit hours (GRD 709 Writing Fellowships; GRD 717 Principles of Scientific Inquiry; GRD 711 Special Topics: Research Lab Management) and 6 elective hours for a total of 15 semester hours.

UNIVERSITY OF NORTH ALABAMA (UNA)

Undergraduate Certificate: Remote Sensing (CIP 45.0702, Level 1)

Offered by the Department of Geography in conjunction with the Office of Continuing Education, the Certificate in Remote Sensing is designed for professionals wishing to increase their job skills; geography majors wishing to have their skills recognized through a certification program; and students from other disciplines interested in broadening their knowledge of the use of Remote Sensing Systems. Courses focus on the application of remote sensing technology to a variety of fields including biology, forestry, geology, hazards management, business, city and regional planning, transportation planning, and marketing and software development within the remote sensing and GIS industry. Students are required to complete 2 core courses (GE 354 Remote Sensing and GE 454 Advanced Remote Sensing) and 3 elective courses from upper-division offerings in the Department of Geography for a total of 16-17 semester hours.

Undergraduate Certificate: Culinary Arts Management – Food Management (CIP 52.0905, Level 1)

Offered by the Department of Visual Arts and Design and the Department of Culinary Arts Management, the Certificate in Culinary Arts Management – Food Management is designed to serve the needs of newly employed child nutrition directors of Alabama state and city school cafeterias. It will be offered online to both degree-seeking students and community individuals seeking professional advancement. Students are required to complete five culinary arts management courses (CAM 353 International Cuisines, CAM 355 Supervision in Hospitality Management, CAM 430 Food and Beverage Cost Control, CAM 455 Quantity Food Production, and CAM 460 Regional Cuisine) for a total of 15 semester hours.

Undergraduate Certificate: Micro-Credential in Communication Studies for Nonprofits (CIP 09.0901, Level 1)

Offered by the Department of Communication within the College of Arts and Sciences, the Micro-Credential in Communication Studies for Nonprofits is designed to provide professionals working in the nonprofit sector with education in interpersonal communication practices, strategies, and techniques. Students are required to complete 6 hours of coursework (COM 308 Nonverbal Communication and COM 330 Group Communication), along with one additional course (COM 417 Intercultural Communication or COM 440 Organizational Communication), for a total of 9 semester hours.

Undergraduate Certificate: Micro-Credential in Public Relations for Nonprofits (CIP 09.0902, Level 1)

Offered by the Department of Communication within the College of Arts and Sciences, the Micro-Credential in Public Relations for Nonprofits is designed to provide professionals working in the nonprofit sector with education in public relations practices, strategies, and techniques. Students are required to complete 6 hours of coursework (COM 390 Public Relations Writing and COM 410 Layout and Design I), along with one additional course (COM 243 Aural-Visual Production or COM 475 Crisis Management and Community Relations), for a total of 9 semester hours.

Undergraduate Certificate: Micro-Credential in Media Writing (CIP 09.0401, Level 1)

Offered by the Department of Communication within the College of Arts and Sciences, the Micro-Credential in Media Writing is designed to provide educators, professionals and students with additional training in mass media writing, including news reporting, feature writing, and copy editing. Students are required to 6 hours of coursework (COM 215 Media Writing and COM 356 Advanced Reporting), along with one additional course (COM 368 Copy Editing or COM 370 Feature Writing), for a total of 9 semester hours.

INFORMATION ITEM: F-8

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:

- Snead State Community College, Associate of Applied Science in Industrial Technician (Industrial Systems Technology) (CIP 47.0303)
- University of Alabama in Huntsville, Master of Arts in Teaching (CIP 13.1205)
- University of North Alabama, Bachelor of Arts in Spanish (CIP 16.0905)

Programs that did not meet post-implementation conditions:

- Alabama State University, Master of Arts in History (CIP 54.0101) – Extension Requested
- University of North Alabama, Bachelor of Science in Geographic Information Science (GIS) (CIP 45.0702) – Modification Requested

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**

Snead State Community College
Associate of Applied Science in Industrial Technician (Industrial Systems Technology)
(CIP 47.0303)

MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 11, 2015

Proposed Implementation Date: Fall 2016

Actual Implementation Date: Fall 2016

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2016-17 through 2019-20 (four-year average) will be at least 15, 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 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.

Associate of Applied Science in Industrial Technician (CIP 47.0303)	Average New Enrollment Headcount 2016-17 through 2019-20	Average Number of Graduates, 2016-17 through and 2019-20	Percentage of Graduates Employed in The Field
Required	15	7.5	75%
Reported	18	12	78%
	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.

**University of Alabama in Huntsville
 Master of Arts in Teaching (CIP 13.1205)
 MET POST-IMPLEMENTATION CONDITIONS**

Approved by Commission: June 12, 2015

Proposed Implementation Date: January 2016

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 6, based on the proposal.
2. That the annual average number of graduates for the academic years 2017–2018 through 2019–20 (three-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.

Master of Arts in Teaching (CIP 13.1205)	Average New Enrollment Headcount 2015-16 through 2019-20	Average Number of Graduates between 2017-18 and 2019-20	Percentage of Graduates Employed in The Field
Required	6	3.75	75%
Reported	7.4	6	83%
	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.

University of North Alabama
Bachelor of Arts in Spanish (CIP 16.0905)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: December 4, 2015

Proposed Implementation Date: Spring 2016

Actual Implementation Date: Spring 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 11, based on the proposal.
2. That the annual average number of graduates for the academic years 2017–2018 through 2019–20 (three-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 in Spanish (CIP 16.0905)	Average New Enrollment Headcount 2015-16 through 2019-20	Average Number of Graduates between 2017-18 and 2019-20	Percentage of Graduates Employed in The Field
Required	11 (25% reduction = 8.25)	7.5	75%
Reported	9.4	11.33	85%
	Met	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.

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

Alabama State University
Master of Arts in History (CIP 54.0101)
DID NOT MEET ALL CONDITIONS – Extension requested

Approved by Commission: September 12, 2014

Proposed Implementation Date: January 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 4, 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.

Master of Arts in History (CIP 54.0101)	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	4	3.75	75%
Reported	1	1	100%
	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 3.75 per year.

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
Bachelor of Science in Geographic Information Science (GIS) (CIP 45.0702)
DID NOT MEET ALL CONDITIONS – Modification Requested

Approved by Commission: December 2015

Proposed Implementation Date: January 2016

Actual Implementation Date: January 2016

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2016-17 through 2020-2021 (five-year average) will be at least 26, 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 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 Science in GIS (CIP 45.0702)	Average New Enrollment Headcount 2016-17 through 2020-21	Average Number of Graduates, 2016-17 through 2019-20	Percentage of Graduates Employed in The Field
Required	26 (25% reduction = 19.5)	7.5	75%
Reported	14.25	13.25	77%
	Not met	Exceeded	Info only

Condition 1: The program did not meet the condition for average new enrollments, even with a 25% reduction from the proposed number as allowed by ACHE policy.

Condition 2: The program exceeded 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.