COMMISSION MEETING

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

March 10, 2023
10:00 a.m.

Public Zoom Option for Meeting:

https://us02web.zoom.us/j/6569091900?pwd=KzJ3R05rb01NY1BoV1lCdCs2ZGNIZz09

Meeting ID: 656 909 1900
Passcode: 139242

Dial by your location
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)

AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

March 10, 2023
10:00 AM

I. **Call to Order / Prayer/ Pledge of Allegiance**

II. **Roll Call of Members and Determination of Quorum**

III. **Approval of Agenda**

V. **Chairman's Report**
Commissioner Miranda Frost

VI. **Executive Director's Report**
Dr. Jim Purcell
- Legislative Updates
- Trends in Higher Education

VII. **Discussion Items**

- **Employment Outcomes Report**
  Staff Presenter: Dr. Jim Hood

VIII. **Decision Items**

A. **Academic Programs**

6. Implementation of Distance Education Programs 116
    Staff Presenter: Mrs. Kristan White

7. Summary of Post-Implementation Reports 117
    Staff Presenter: Mrs. Kristan White

    a. Programs that Met Post-Implementation Conditions:
        *   Bevill State Community College, Associate of Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)..119
        *   Drake State Community and Technical College, Associate of Applied Science in Nursing (CIP 51.3801) 120
        *   Shelton State Community College, Associate of Applied Science in Child Development (CIP 19.0708)..121
        *   Wallace State Community College - Dothan, Associate of Applied Science in Criminal Justice (CIP 43.0107) 122
        *   Auburn University, Bachelor of Science in Computer Science (CIP 11.0701) 123
        *   Auburn University, Bachelor of Science in Professional Flight (CIP 49.0102) 124
        *   Auburn University, Bachelor of Science in Aviation Management (CIP 49.0104) 125
        *   Auburn University at Montgomery, Bachelor of Science in Computer Science (CIP 11.0701) 126
        *   Auburn University at Montgomery, Master of Healthcare Administration in Healthcare Administration (CIP 51.0701)..127
        *   University of Alabama in Huntsville, Bachelor of Fine Arts in Art (CIP 50.0701)..........128

    b. Programs that Did Not Meet Post-Implementation Conditions:
        *   Lawson State Community College, Associate of Applied Science in Diagnostic Medical Sonography (CIP 51.0910) – Extension Requested....................................129
        *   University of Alabama, Master of Arts in Religion in Culture (CIP 38.0201) – Modification Requested 130
        *   University of Alabama, Doctor of Philosophy in Geography (CIP 45.0701) – Extension Requested..131

C. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING
December 9, 2022

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 9, 2022, in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Frost called the meeting to order at 10:00 a.m. Commissioner Crow opened the meeting with a prayer. Commissioner Frost 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: Miranda Frost, Charles Buntin, Stan Nelson, Larry Turner, Norman Crow, Paul Kennedy, Rod Scott, and Jody Singleton.

Commission Members absent: Ann Sirmon, Timothy Gyan, Amy Price, and Stan Pylant.

III. Approval of Agenda

RESOLVED: Commissioner Crow moved to adopt the published agenda for the December 9, 2022 meeting. Commissioner Buntin seconded. The agenda was approved.

IV. Consideration of Minutes of September 9, 2022.

RESOLVED: Commissioner Singleton moved for approval of the September 9, 2022 minutes. Commissioner Buntin seconded. Motion carried.

V. Chairman's Report

Commissioner Frost welcomed everyone present at the meeting. She also acknowledged President Jimmy Hodges, Calhoun Community College, and President Don Killingsworth, Jacksonville State University, who both were present at the meeting.

Commissioner Frost introduced herself as the new Chair, and she thanked the outgoing Chair Commissioner Buntin for his service.

Commissioner Frost appointed the following Commissioners to the following committees; Academic Affairs - Commissioner Turner, Chair; Commissioner Gyan, Commissioner Buntin, and Commissioner Sirmon.

Financial Affairs - Commissioner Nelson, Chair; Commissioner Kennedy, Commissioner Pylant, Commissioner Scott, and Commissioner Singleton.

Executive Committee - Commissioner Frost, Chair; Commissioner Price, Vice-Chair; Commissioner Turner and Commissioner Nelson.

VI. Executive Director's Report

Dr. Purcell reported on the following:
- All In Alabama
- Issues in Higher Education

Dr. Purcell discussed updates on initiatives ACHE is working on, such as All in Alabama, outreach to communities relate to workforce, and FAFSA completion.

VII. Discussion Items

- Ms. Sarah Sims, Alabama EPSCoR 2022 Round 17 Awardee

  Ms. Simms presented an overview of her research using fruit flies as a model system for studying an important protein family involved in the maintenance of DNA and overall health in many species, including humans.

- Twelfth Quadrennial Evaluation of the Alabama Commission on Higher Education

  Dr. Hood presented the Twelfth Quadrennial Report detailing the results of the survey.

- Administrative Procedure Updates

  Dr. McGill gave an update on the administrative code for program review revisions.

VIII. Decision Items

A. Annual Report: Alabama Commission on Higher Education 2021-2022
Mrs. Margaret Gunter presented the staff recommendation to the Commission with a recommendation for approval to accept.

RESOLVED: Commissioner Singleton moved to accept the recommendation for approval. Commissioner Nelson seconded. Motion carried.

B. Executive Budget Request for FY 2023-2024

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

RESOLVED: Commissioner Scott moved to accept the recommendation for approval. Commissioner Buntin seconded. Motion carried with abstention from Commissioner Kennedy.

C. Consolidated Budget Recommendation for FY 2023-2024

Dr. Jim Hood presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Nelson moved to accept the recommendation for approval. Commissioner Singleton seconded. Motion carried.

D. Report on Facilities Master Plan and Capital Projects Requests for FY 2023-2024-FY 2027-2028

Mr. Julian Rogers presented the staff recommendation to the Commission with a recommendation for approval.

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

E. **Academic Programs**

1. **Troy University**

   a. Master of Science in Applied Mathematical Sciences (CIP 27.0301)

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

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

   b. Master of Science in Psychology (CIP 42.0101)

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

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

2. **University of Alabama at Birmingham**

   Doctor of Philosophy in Biotechnology (CIP 26.1201)

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

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

3. **University of West Alabama**

   Education Specialist in Physical Education (CIP 13.1314)

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

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

4. **Coastal Alabama Community College**

   Associate of Applied Science in Salon and Spa Management-Cosmetology (CIP 12.0412)

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

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

5. **Calhoun Community College**

   Associate of Applied Science in Respiratory Therapy/Therapist (CIP 51.0908)

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

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

F. Information Items

RESOLVED: Commissioner Scott moved that the Commission accept Information Items 1 through 8. Commissioner Buntin 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. Update to Units of Instruction, Research, Public Service, and Administration

5. Extensions/Alterations to Existing Programs of Instruction

6. Implementation of Distance Education Programs

7. Summary of Post-Implementation Reports

G. Adjournment

The meeting was adjourned at 11:28 a.m. The next meeting of the Commission is scheduled for March 10, 2022.

_____
Miranda Frost, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2023.

_____
James E. Purcell, Executive Director

_____
Notary Public

-4-

DECISION ITEM: A-1

<u>Alabama A&M University, Doctor of Philosophy in Social Work
(CIP 44.0701)</u>

<u>Staff Presenter:</u>

Dr. Robin McGill
Deputy Director for Academic Affairs

<u>Staff Recommendation:</u>

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

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

Implementation Date: The proposed program will be
implemented in Fall 2024. Based on Commission policy, the
proposed program must be implemented by September 13,
2026, 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 2025-26 will be at least 11, based on the proposal.

2. That the annual average number of graduates for the period
   2026-27 through 2030-31 (five-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 also
   data on related employment.

Alabama A&M University (AAMU) 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, 2031.

<u>Background:</u>

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 bachelor's and master's in Social Work programs at AAMU have been fully accredited since their inception and produce significant numbers of graduates annually.

2. Currently, only one public institution in Alabama offers doctoral-level Social Work programs (the University of Alabama).

3. According to the Bureau of Labor and Statistics, employment for social workers is expected to grow by 13% from 2019 to 2029. With more individuals entering the field, there continues to be significant demand for those who are credentialed to educate future graduate level social workers and assume leadership roles within the profession.

4. This proposal includes two letters of support from the National Association of Social Workers (NASW)--Alabama Chapter and the Council on Social Work Education (CSWE).

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Alabama A&M University proposal, dated December 1, 2022, 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: Alabama A&M University
PROGRAM: Doctor of Philosophy in Social Work (CIP 44.0701)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	$0	$0	$196,291	$196,291	$196,291	$196,291	$196,291	$981,455
STAFF	$0	$0	$23,540	$23,540	$23,540	$23,540	$23,540	$117,700
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	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$600,000
OTHER	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$105,000
TOTAL	$15,000	$115,000	$334,831	$334,831	$334,831	$334,831	$334,831	$1,804,155

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
INTERNAL REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$600,000
TUITION	$0	$149,316	$289,332	$393,114	$482,772	$542,064	$560,422	$2,417,020
TOTAL	$0	$249,316	$389,332	$493,114	$582,772	$642,064	$660,422	$3,017,020

ENROLLMENT PROJECTIONS
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	8	18	25	30	32	32	24.2
PART-TIME HEADCOUNT	Year 1 - No data reporting required	3	4	5	6	9	11	6.3
TOTAL HEADCOUNT	Year 1 - No data reporting required	11	22	30	36	41	43	30.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	11	11	11	11	11	11	11

DEGREE COMPLETION PROJECTIONS
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	3	5	6	9	11	6.8

Attachment 2

Summary of Background Information

Alabama A&M University
Doctor of Philosophy in Social Work

Role: The proposed program is within the instructional role recognized for the Alabama A&M University (AAMU). The proposed program will require substantive change approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) prior to implementation.

Program Description: Offered by the Department of Social Work in the College of Education, Humanities, and Behavioral Sciences, the proposed PhD is designed to prepare graduates for advanced research and teaching roles within various postsecondary education organizations. Through the curriculum, graduates will be equipped with the knowledge and skills needed to conduct independent research and teach in higher education settings and provide advanced administrative and managerial oversight of social and community service nonprofit organizations.

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

1. Demonstrate critical understanding of and ability to apply social, theoretical, and historical perspectives regarding equity and social justice in social work education, research, policy, and practice;

2. Apply research knowledge and skills to engage in independent research that will contribute to the expansion of the social work knowledge base;

3. Utilize social work values, ethics, and competencies in the conceptualization, design, and conduct of independent research and knowledge development;

4. Demonstrate ability to critically assess and utilize selected theories and models influential in the development of broad-scale social policies and programs;

5. Demonstrate ability to synthesize and critically apply current research on practice effectiveness and methods for integrating research and practice;

6. Demonstrate ability to generate and disseminate new knowledge that contributes to the advancement of social work policy, practice, and research;

7. Demonstrate knowledge, skills, and competencies to assume transformative leadership roles in social work practice, policy, research, and education that address social problems and promote social justice.

Administration: The program will be administered by the College of Education, Humanities and Behavioral Sciences, Dr. Lena Walton, Dean; and the Department of Social Work, Dr. Tonya Perry, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Six institutions submitted responses to the proposed program, with five indicating support. The sixth questioned whether the PhD in Social Work could be delivered primarily online.

Public Review: The program was posted on the Commission website from February 1, 2023 to February 20, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The University of Alabama offers a PhD in Social Work at the same CIP (44.0701), along with a more practice-focused Doctor of Social Work (DSW) program. No other public institutions in Alabama offer doctoral training in the field of Social Work.

Relationship to Existing Coursework: The PhD in Social Work will not replace any existing programs or specializations, but it will expand current program offerings to the doctoral level. AAMU's existing BA in Social Work graduates nearly 30 students per year on average, and the MSW graduates nearly 80 students per year on average. Since its initial accreditation, the MSW program has demonstrated tremendous growth in student enrollment, contributing faculty, national and international scholarship, external funding, and distance education.

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

Admissions: To be admitted to the PhD program in Social Work, an applicant must meet the admission requirements outlined by AAMU's School of Graduate Studies, along with additional requirements specific to the PhD program, including holding a MSW from a program accredited by the Council on Social Work Education (CSWE), a minimum grade point average of 3.0 in graduate courses, satisfactory performance on the Test of English as a Foreign Language (TOEFL) for all international students, submission of a personal statement/writing sample, submission of a scholarly writing sample, and the completion of an interview. Students may transfer a maximum of 9 credits into the program.

Mode of Delivery: Coursework for the proposed program will be delivered 100% online in a synchronous format.

Curriculum: The proposed PhD will require 58 credit hours above the master's level. Full-time students will be able to complete this program in 9 semesters, and part-time students can complete this program in 15-17 semesters. AAMU will create 20 new courses for this program.

Program Completion Requirements:

Credit hours required in program courses	22
Credit hours required in support courses	18
Credit hours in program electives	9
Credit hours in required research and dissertation	9
Total credit hours required for completion	**58**

Accreditation: The Council on Social Work Education (CSWE) serves as the accrediting body in the field of social work. AAMU's MSW program was accredited by CSWE in 1998 retroactively to 1996 and has maintained its accreditation status since it was granted. AAMU's BA in Social Work program was accredited by CSWE in 1979, a status that it has maintained since its initial accreditation. CSWE does not provide accreditation for PhD programs, but nonetheless, the Council submitted a letter of support for the proposal attesting to the quality of AAMU's offerings in Social Work.

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

1) Social Work Teachers, Postsecondary (SOC 25-1113)

2) Health Specialties Teachers, Postsecondary (SOC 25-1071)

3) Social and Community Service Managers (SOC 11-9151, appears on the 2022-23 Statewide In-Demand Occupations List)

The US Bureau of Labor Statistics provides national employment projections for 2021-2031 as follows: Social Work Teachers, Postsecondary (1,500 annual average); Social and Community Service Managers (18,000 annual average); and Health Specialties Teachers, Postsecondary (28,900 annual average). According to reports compiled by CSWE and the Group for the Advancement of Doctoral Education in Social Work (GADE), there is a need for public institutions that can recruit, support, and graduate women and Black, Indigenous, and People of Color (BIPOC) individuals with research doctorates in Social Work. AAMU notes that as an HBCU, the institution is well positioned to respond to this demand. Graduates of the PhD in Social Work program will be prepared to seek academic research and teaching positions to

train future generations of social workers. The proposal is accompanied by a letter of support from the National Association of Social Workers—Alabama Chapter, attesting to the need for the program.

Student Demand: In March 2022, approximately 400 individuals, including AAMU Social Work Program Alumni, current MSW students, and social workers in the state of Alabama were surveyed in order to assess interest in an online PhD in Social Work. Of the 110 responses received, 65.6% reported they were "highly likely" to apply to a PhD in Social Work at AAMU. Of those who indicated they were likely to apply to AAMU, 86% reported they were "highly likely" to begin a PhD in Social Work within the next 1-2 years.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 3
Part-time: 0
Support Faculty—
Full-time: 0
Part-time: 1

Additional Faculty to be hired:
Primary Faculty—
Full-time: 3
Part-time: 0
Support Faculty—
Full-time: 0
Part-time: 0

AAMU has one open faculty line that will be dedicated to this program at no additional cost to the institution. The university plans to hire one full-time faculty member to teach and serve as the program director, who will also be responsible for advising doctoral students and supervising dissertations (as needed). Faculty qualifications for this position include a PhD in Social Work, along with an MSW, faculty rank of Associate or Full Professor, a record of scholarly productivity, and a minimum of 5 years administrative experience in social work education. In Year 3, AAMU will hire two additional full-time faculty members to support the program, advise doctoral students and supervise dissertations. Faculty qualifications for these positions include a PhD in Social Work or a DSW, along with an MSW, a record of scholarly productivity consistent with the rank of Associate Professor, and a minimum of 5-7 years of teaching experience.

Staff: Beginning in Year 3, AAMU plans to hire one part-time staff member to support this program.

Assistantships: Beginning in Year 2, AAMU anticipates that the program will support stipends for five graduate assistants at a cost of $20,000 each ($100,000 annually) and that these costs will be offset by extramural research funding in the same amount.

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

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

Library: The Joseph F. Drake Memorial Learning Resources Center (LRC) is the main library for the Social Work Department and has resources, service, and staff that are adequate to support teaching and learning for the proposed program. AAMU notes that its holdings in Social Work include 1,084 eBooks, 10 peer-reviewed journals, 49 eJournals, and 15 databases. The LRC consists of 73,485

square feet of space, can house up to 400,000 volumes, and seat well over 1,000 patrons. It offers a variety of services that enhance student learning and faculty participation such as interlibrary loan, learning commons, eBooks, electronic and physical scholarly journals, academic databases, information literacy classes, and archival research.

<u>Other:</u> Annual expenses of $15,000 are projected for program membership dues and expenses associated with the Group for the Advancement of Doctoral Education in Social Work (GADE), totaling $105,000 over the first seven years.

Program Budget: The proposed program will require $1,804,155 to deliver over the first seven years. The program is expected to generate $2,417,020 in tuition over the same period.

Attachment 3

Alabama A&M University
Doctor of Philosophy in Social Work

Course Number and Title	Number of Credit Hours	* If New Course
Program Core	**22**	
SWK 700 Doctoral Seminar I	1	*
SWK 701 History of Social Work and Social Welfare	3	*
SWK 703 Social Work Pedagogy and Education	3	*
SWK 704 Social Welfare Policy Analysis and Planning	3	*
SWK 710 Theories and Frameworks in Social Work I	3	*
SWK 711 Theories and Frameworks in Social Work II (Organizational Theories, and Frameworks)	3	*
SWK 740 Doctoral Seminar II	3	*
SWK 740 Doctoral Seminar III	3	*
Electives	**9**	
Elective I	3	*
Elective II	3	*
Elective III	3	*
Research Support	**18**	
SWK 720 Research Methods in Social Work	3	*
SWK 721 Quantitative Methods in Social Work Research	3	*
SWK 722 Qualitative Methods in Social Work Research	3	*
SWK 723 Assessment and Program Evaluation	3	*
SWK 730 Statistical Methods I	3	*
SWK 731 Statistical Methods II	3	*
Dissertation Research	**9**	
SWKD 900: Dissertation Hours	9	*
Total hours for Degree	**58**	

DECISION ITEM: A-2

<u>Auburn University at Montgomery, Doctor of Education in Instructional Systems and Learning Sciences (CIP 13.0607)</u>

<u>Staff Presenter:</u>

Dr. Robin McGill
Deputy Director for Academic Affairs

<u>Staff Recommendation:</u>

That the Commission approve the proposed Doctor of Education (EdD) in Instructional Systems and Learning Sciences.

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

Implementation Date: The proposed program will be implemented in Spring 2024. Based on Commission policy, the proposed program must be implemented by January 13, 2026, 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 2025-26 will be at least 5.3, based on the proposal.

2. That the annual average number of graduates for the period 2026-27 through 2030-31 (five-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 also data on related employment.

Auburn University at Montgomery (AUM) 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, 2031.

<u>Background:</u>

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 strengthen Alabama's pipeline of professionals trained in learning sciences to become directors of early learning centers and instructional technology leaders in schools and organizations.

2. This program will build on AUM's existing coursework for existing MEd and EdS programs in both Instructional Technology and Early Childhood Education. AUM's programs in both areas continue to exceed viability standards for their respective levels.

3. The proposed program offers a strategic benefit through its unique focus on the learning sciences in relation to two specific disciplines: early childhood education and instructional technology and systems.

<u>Supporting Documentation</u>:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Auburn University at Montgomery proposal, dated December 1, 2022, 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: Auburn University at Montgomery
PROGRAM: Doctor of Education in Instructional Systems and Learning Sciences (CIP 13.0607)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	$142,512	$142,512	$177,444	$177,444	$177,444	$177,444	$177,444	$1,172,244
STAFF	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$140,000
EQUIPMENT	$1,440	$1,440	$1,620	$1,620	$1,620	$1,620	$1,620	$10,980
FACILITIES	$0	$0	$0	$0	$0	$0	$0	$0
LIBRARY	$0	$0	$0	$0	$0	$0	$0	$0
ASSISTANTSHIPS	$9,000	$10,500	$10,500	$9,000	$10,500	$10,500	$9,000	$69,000
OTHER	$12,000	$0	$0	$0	$0	$0	$0	$12,000
TOTAL	$184,952	$174,452	$209,564	$208,064	$209,564	$209,564	$208,064	$1,404,224

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
INTERNAL REALLOCATIONS	$99,122	$2,792	$0	$0	$0	$0	$0	$101,914
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION	$85,830	$171,660	$257,490	$266,073	$257,490	$257,490	$257,490	$1,553,523
TOTAL	$184,952	$174,452	$257,490	$266,073	$257,490	$257,490	$257,490	$1,655,437

ENROLLMENT PROJECTIONS
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	20	30	31	30	30	30	28.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	20	30	31	30	30	30	28.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	5	5	5	6	6	5.3

DEGREE COMPLETION PROJECTIONS
Note: Do not count Lead "0's and Lead 0 years in computing the degree completions projections average.

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	4	6	6	6	6	4.7

Attachment 2

Summary of Background Information

Auburn University at Montgomery
Doctor of Education in Instructional Systems and Learning Sciences

Instructional Role: The proposed program falls outside the instructional role recognized by the Commission for Auburn University at Montgomery (AUM), which is considered a master's-granting university. If approved, the proposed program would be the second practice-focused doctorate program offered by AUM, along with the Doctor of Nursing Practice (DNP) in Nursing, which was approved in 2017. AUM also offers a joint PhD in Public Administration and Public Policy in partnership with Auburn University (AU). Prior to implementation, AUM will need substantive change approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to expand its offerings to include the proposed Doctor of Education (EdD).

Program Description: The proposed EdD in Instructional Systems and Learning Sciences is designed to advance content knowledge and experiential learning opportunities based on a framework grounded in the learning sciences and focused on the multiple aspects of learning in different environments, including the following: instructional design and technology; statistical design in educational research; cognitive aspects of the student; aspects of the content to be mastered; instructional environment and materials; instruction in the social, organizational, and cultural dynamics of learning and cognition; the preparation and activities of the instructor; learning strategies; and educational psychology. Students will gain the skills needed to transform early learning and digital learning environments through their understanding of the systems of learning, action research, social, and cultural dynamics in the learning environment. The program includes two concentrations: Instructional Technology and Early Childhood Education. The concentration in Instructional Technology will serve as an advanced degree option for a career educator interested in enhancing their technology skills, knowledge, and leadership. The concentration in Early Childhood Education is for lead teachers, multi-classroom teachers, childcare directors, Head Start directors, Early Head Start directors, and preschool program is for educators in charge of growth and development of staff, assessment team leaders, early childhood education consultants, and program diversity team leaders.

Student Learning Outcomes: Learning outcomes of the EdD in Instructional Systems and Learning Sciences include the following abilities:

1. Locate credible data sources and use data as a foundation for research and/or data driven instructional and organizational changes.

2. Conduct action researched studies utilizing qualitative, quantitative and/or mixed methods research methodologies.

3. Use data to evaluate and/or construct inclusive school/organizational environments to meet the needs of diverse learners.

4. Identify and use emerging technologies specific to their field of specialization.

5. Demonstrate an exemplary level of professionalism through maintaining current knowledge of applicable laws, applying the Alabama Code of Ethics, and implementing professional standards appropriate that guide their field of specialization.

Administration: The program will be administered by the College of Education, Dr. Kellie Shumack, Dean; and the Department of Curriculum, Instruction, and Technology, Dr. Brooke Burks, Chair.

Peer Review: The program proposal and supporting documents were reviewed by the Alabama Council of Graduate Deans (ACGD). Six institutions submitted responses to the proposed program, with five expressing support. The sixth respondent expressed concern about the structure of the program and its emphasis on the concentrations over the core learning sciences content.

Public Review: The program was posted on the Commission website from February 1, 2023 to February 20, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: No other public institution in Alabama offers an education specialist or doctoral degree in learning sciences. More general EdD programs are offered by the following institutions:

- Alabama State University (EdD in Educational Leadership, Policy, and Law, CIP 13.0401)
- Jacksonville State University (EdD in Educational Leadership, CIP 13.0401)
- University of Alabama (EdD in Curriculum and Instruction, CIP 13.0301)
- University of Alabama (EdD in Educational Leadership, CIP 13.0401)
- University of Alabama (EdD in Instructional Leadership, CIP 13.0404)
- University of South Alabama (EdD in Educational Leadership, CIP 13.0401)

Relationship to Existing Coursework: AUM currently offers MEd and EdS degrees in Elementary/Early Childhood Education (CIP 13.1202) and in Instructional Technology (CIP 13.0501). EdS coursework from these programs will be incorporated into the proposed EdD and will satisfy credit hours required in the selected concentration. New coursework will be developed for doctoral research methods, learning sciences, and program assessment.

Collaboration: AUM has no plans for program collaboration at this time.

Admissions: Admission to the EdD program will require a master's degree appropriate to the area of specialization, though in certain cases experience verification may be accepted. Official transcripts from all colleges and universities attended will be reviewed for coursework and for a cumulative grade point average (GPA) of 3.25 on all graduate work completed above the bachelor's degree. No coursework will be accepted completed over eight years prior to application. Conditional admittance may be provided based on the evaluation of an applicant's complete application. Applicants must have Alabama Certification of Teachers Fingerprint Inquiry Clearance. The maximum number of credits that can be transferred in from another institution and applied to the program is 30 credit hours.

Mode of Delivery: Coursework for the proposed program will be delivered 100% online.

Curriculum: This program can be completed in four years if students are continuously registered. Part-time students will be required to complete the program within a seven-year time limit. This degree will allow further content knowledge and concentration in specialized areas of interest guided by national standards. The degree will include two concentration areas: 1) the concentration in Early Childhood aligns with the National Board for Professional Teaching Early Childhood Generalist Standards, or 2) the concentration in Instructional Technology aligns with the International Society for Technology in Education (ISTE) Standards for Coaches. Those pursuing the Early Childhood concentration will have the option to complete state requirements for educator certification at the Class AA level. Class AA certification is not available in the field of Instructional Technology.

Program Completion Requirements:

Credit hours in program core curriculum	9
Credit hours required in research support courses	15
Credit hours in program concentration	24
Credit hours in dissertation research	13
Total credit hours required for completion	**61**

Work-Based Learning: Students will be required to complete a practicum that entails work-based or experiential learning at select work sites with multiple practitioners, based on the chosen area of concentration.

Accreditation: The program's concentrations will be governed by the accreditation guidelines for advanced programs set by the Council for the Accreditation of Educator Preparation (CAEP) and by the continuous improvement process conducted by the Alabama State Department of Education (ALSDE). CAEP accreditation only applies to programs that lead to educator certification or endorsement, and since ALSDE does not offer a doctoral-level educator certification, the proposed degree will not eligible for specialized accreditation.

Industry Need: The EdD in Instructional Systems and Learning Sciences is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system:

1) Kindergarten Teachers, Except Special Education (SOC 25-2012, appears on the 2022 Statewide In-Demand Occupations List)

2) Training and Development Managers (SOC 11-3131)

3) Elementary Teachers, Except Special Education (SOC 25-2021, appears on the 2022 Statewide In-Demand Occupations List)

4) Training and Development Specialists (SOC 13-1151, appears on the 2022 Statewide In-Demand Occupations List)

5) Instructional Coordinators (SOC 25-9031, appears on the 2022 Statewide In-Demand Occupations List)

AUM notes that the proposed EdD will enable practitioners to advance their careers by seeking positions with greater responsibility or positions that require greater expertise.

Student Demand: To determine the level of student demand for the program, AUM sent a survey to recent graduates of the College of Education. Of the 128 respondents, 85% were interested in pursuing an EdD, with the majority of those interested in pursuing a program within the next two years. Twenty one percent of the respondents indicated a desire to obtain a concentration in Early Childhood/Elementary, while 31% indicated a desire for a concentration in Instructional Technology. Out of 103 respondents who replied to the question related to pursuing an EdS or EdD at some future point, 51% indicated that they were "very likely" and 27% indicated that they were "likely" to pursue the degree option.

In addition, AUM also distributed a survey to non-higher education faculty attendees of the 2021 Alabama Educational Technology Conference to explore the need for an Instructional Technology concentration. Of the respondents, 88% "strongly agreed" that having an expert with an EdD concentration in Instructional Technology who can coach, lead, and mentor teachers, and other staff will enhance the learning environment of a school. A majority of respondents indicated that they planned to start working on an EdD within the next two years.

Resources:
   Faculty:
   Current Primary Faculty:
   Full-time: 0
   Part-time: 0
   Support Faculty—
   Full-time: 9
   Part-time: 3

Additional Faculty to be hired:
Primary Faculty—
Full-time: 2
Part-time: 0
Support Faculty—
Full-time: 0
Part-time: 1

AUM currently has nine full-time and three part-time faculty supporting the concentration areas for the proposed program. The primary faculty include those with experience teaching in either the existing Early Childhood or Instructional Technology programs. AUM intends to hire two additional full-time faculty members, one with a research background in educational psychology or educational research, and the other with a research background in instructional technology or instructional design. AUM also expects to hire adjunct instructors for research methods courses as appropriate.

Staff: AUM has budgeted $20,000 annually to support a part-time program coordinator who will be responsible for advising, setting up orientations and mentoring, conducting administrative tasks and maintaining records, setting up dissertation committee meetings, and other duties as required.

Assistantships: Beginning in Year 1, two assistantships will be offered for the proposed program at an annual expense of $9,000 - $10,500.

Equipment: AUM has budgeted $10,980 over the first seven years for specialized software, Panopto subscriptions, as a means of webcasting lectures. Panopto is a digital platform used to share recorded videos and livestream feeds. It is accessible using slow as well as fast Internet speeds, making it accessible in more rural areas. It also allows for multiple camera angles and live feeds in one video and is specific to education.

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

Library: The Auburn University at Montgomery Library provides students, faculty, and community users with access to a collection of 500,000+ books, more than 2,000,000 federal government documents, and more than 56,000 journals available with full-text online or in print. The library is staffed by eight professional MLS qualified librarians and is open 85.5 hours per week. Holdings are sufficient to support the existing EdS concentration areas, and based on a collections assessment in comparison with peer institutions, AUM does not anticipate that additional library expenses will be needed for the EdD.

Other: $12,000 in start-up expenses will be incurred with program implementation. This includes the following:

- Marketing and recruitment
- Orientations and campus experiences
- Consultant and other expenses for writing workshop
- Travel funds for research presentation at conferences by faculty and students
- Technology for new faculty and support personnel

Program Budget: Over the first seven years, the program will require estimated new funds of $1,404,224 and is expected to generate $1,553,523 through tuition. Internal reallocations of $101,914 will be required to support the program in its first two years until the program becomes self-sustaining.

Attachment 3

Auburn University at Montgomery
Doctor of Education in Instructional Systems and Learning Sciences

Course Number and Title	Number of Credit Hours	* If New Course
Core Courses	**9**	
FNDS 8500 Program Evaluation & Assessment	3	*
FNDS 8600 Managerial Strategies in a Culturally Diverse Workplace	3	*
FNDS 8700 The Science of Learning	3	*
Research Methods	**15**	
FNDS 6610 Research in Education	3	
FNDS 6650/7650 Applied (Adv.) Educational Statistics	3	
FNDS 8650 Quantitative I	3	*
FNDS 8660 Qualitative I	3	*
FNDS 8750 Quantitative II or FNDS 8760 Qualitative II	3	*
Dissertation	**13**	
EDUC 8000 Orientation	1	*
EDUC 8992 Dissertation 1: Research Design & Prospectus	3	*
EDUC 8992 Dissertation 2: Chapter 1 & Conceptual Framework; journals	3	*
EDUC 8992 Dissertation 3: Proposal Defense-Ch. 1, completed Article 1, Article 2-3 overview	3	*
EDUC 8992 Dissertation 4: Final Defense. Ch. 1-5; articles submitted	3	*
Students choose one of the following concentration areas:		
Instructional Technology Concentration	**24**	
INST 7400 Principles of Teaching at a Distance	3	
INST 6243 Instruction Design	3	
INST 7100 Technology & Adult Learning Theory	3	
INST 7000 Action Research in Instructional Technology	3	
INST 7914 Adv. Practicum in Instructional Technology	3	WBL
INST 8982 Information Technology Law & Ethics	3	
Select four courses from the following:		
INST 7200 Design & Leading 21st century learning environments	3	
INST 7300 Digital & Interactive Media Design in Education	3	
INST 7500 Trends, Issues, & Ethics in Technology	3	
INFO 6250 Information Resource Management	3	
INFO 6450 Information Technology Law & Ethics	3	
Early Childhood Concentration	**24**	
ECEL 7553 Teachers as Researchers in Education	3	
FNDS 6800 Measurement & Evaluation in Teaching	3	

ECEL 7914 Adv Practicum in Early Childhood	3	WBL
FNDS 6310 The Urban and Rural Educator: Pathways for Championing Student Success	3	
ECEL 8992 Thesis in Childhood Education	3	
Select 12 credit hours in one of the following teaching fields: Language Arts, Mathematics, Social Studies or Science		
ELEM/ECHE 7513/23/33/43 Foundations in Educational Research in Language Arts/Math/Social Studies/Science	3	
ELEM/ECHE 7514/24/34/44 Quantitative Research in Language Arts/Math/Social Studies/Science	3	
ELEM/ECHE 7515/25/35/45 Qualitative Research in Language Arts/ Math/Social Studies/Science	3	
ELEM/ECHE 7516/26/36/46 Current Issues & Trends in Language Arts/Math/Social Studies/Science	3	
Total EdD in Instructional Systems and Learning Sciences	**61**	

WBL indicates that the course includes work-based learning activities.

DECISION ITEM: A-3a	Jacksonville State University, Bachelor of Public Health in Public Health (CIP 51.2201)
Staff Presenter:	Dr. Robin McGill Deputy Director for Academic Affairs
Staff Recommendation:	That the Commission approve the proposed Bachelor of Public Health (BPH) in Public Health.

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

Implementation Date: The proposed program will be implemented in Fall 2023. Based on Commission policy, the proposed program must be implemented by September 2025, 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 2024-25 will be at least 8.3, based on the proposal.

2. That the annual average number of graduates for the period 2024-25 through 2029-2030 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

3. That the program will achieve or make substantial progress toward specialized accreditation through the Council on Education for Public Health (CEPH).

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 progress 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, 2030.

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 BPH program will prepare graduates for employment in the growing public health sector, particularly as community health workers and community and social service managers, which appear on the most recent In-Demand Occupations List.

2. The proposed program is designed to meet the program requirements set by the Council on Education for Public Health (CEPH) and will prepare graduates for the Certified Health Education Specialist (CHES) exam offered by the National Commission for Health Education Credentialing.

3. The proposal includes 5 letters of support attesting to the need for the program, including two from local government entities.

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 December 8, 2022, with supplementary information provided. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION: Jacksonville State University

PROGRAM: Bachelor of Public Health in Public Health (CIP 51.2201)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
FACULTY	$0	$122,000	$122,000	$122,000	$122,000	$122,000	$122,000	$732,000
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	$4,125	$2,150	$2,150	$2,150	$2,150	$12,725
TOTAL	$0	$122,000	$126,125	$124,150	$124,150	$124,150	$124,150	$744,725

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION + FEES	$46,384	$46,384	$80,768	$161,940	$231,112	$312,284	$301,092	$1,179,964
TOTAL	$46,384	$46,384	$80,768	$161,940	$231,112	$312,284	$301,092	$1,179,964

ENROLLMENT PROJECTIONS
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	4	6	13	18	25	25	15.167
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	2	2	4	4	2	2.33
TOTAL HEADCOUNT	Year 1 - No data reporting required	4	8	15	22	29	27	17.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	5	10	10	10	10	8.3

DEGREE COMPLETION PROJECTIONS
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	3	4	8	11	12	12	8.3

Attachment 2

Summary of Background Information

Jacksonville State University
Bachelor of Public Health in Public Health

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

Program Description: The Bachelor of Public Health (BPH) in Public Health will prepare graduates to assist communities in identifying needs, implementing solutions, and organizing services to address public health needs. In addition, the program will prepare graduates to provide community-focused health education and health promotion.

Student Learning Outcomes: Upon completion of the program, students will be able to:
1. Demonstrate competencies and skills necessary to determine the impact of social determinants of health on the well-being of a community and make recommendations for improvement.
2. Provide preparation for entry level positions in a variety of professional and social health care settings, agencies, and private industries.
3. Incorporate cultural competency and promote diversity (e.g., gender, culture, and ethnicity) of learned competencies through field experiences and service activities.
4. Demonstrate knowledge and leadership ability to apply theoretical models within communities to advance public health.

Administration: The program will be administered by the College of Health Professions and Wellness, Dr. Tracey Matthews, Dean; and the Department of Kinesiology, Dr. Gina Mabrey, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were available for review by the College and University Chief Academic Officers Association (CUCAO). One response was received, requesting further details about resources for program implementation.

Public Review: The program was posted on the Commission website from January 31, 2023 to February 19, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer similar bachelor-level programs:
- Athens State University (BS in Public Health, CIP 51.2201)
- University of Alabama (BS in Public Health, CIP 51.2201)
- University of Alabama at Birmingham (BS in Public Health, CIP 51.2201)

Relationship to Existing Coursework: At the undergraduate level, JSU currently offers undergraduate coursework leading to a minor in Community Health, also offered by the Department of Kinesiology. In addition, students in the proposed program will be required to complete some courses offered as part of the Bachelor of Social Work (CIP 44.0701) and the BS/BA in Sociology (CIP 45.1101).

Collaboration: JSU has not identified any collaborations at this time but is open to opportunities as they arise or as needs are identified.

Admissions: The admission requirements for the BPH aligns with JSU transfer admissions. Students must apply for formal admission to the program after completing 24 semester hours, as calculated by JSU registrar.

Mode of Delivery: The proposed program can be completed (100%) online or in a hybrid format.
Curriculum: JSU plans to develop 3 new courses for the program: HPE 262 Health Behavior Theory, Research, and Practice; HPE 402 Epidemiology; and HPE 490 Internship in Public Health.

Program Completion Requirements:

Credit hours required in program courses	42
Credit hours in general education or core curriculum	41
Credit hours required in pre-professional courses	19
Credit hours in required or free electives	18
Credit hours required in required research	n/a
Total credit hours required for completion	**120**

Work-Based Learning: All students in the BPH program will complete a 6-credit-hour internship course (HPE 490). This internship provides students with practical experience under the supervision of a public health practitioner, which enhances the student's employability. The student is required to identify an internship site and acquire all approvals from the site, with support from their JSU supervisor. The student is evaluated weekly by the site supervisor and submits the internship log at the end of the semester.

Specialized Accreditation: JSU will seek accreditation for the proposed program through the Council of Education for Public Health (CEPH) to ensure quality education, peer review, program visibility, and accountability.

Professional Certification/Licensure: The proposed BPH will prepare graduates for the Certified Health Education Specialist (CHES) exam offered by the National Commission for Health Education Credentialing.

Industry Need: The BPH is intended to help fill the growing demand for public health graduates. The Alabama "In-Demand" occupations list revealed that the state has a growing need for health graduates. The Bureau of Labor Statistics shows a projected 17% growth from 2020-2030 for employment of public health specialists. Graduates will be prepared for employment within the following occupations:

1) Community Health Workers (SOC 21-1094)

2) Social and Community Service Managers (SOC 11-9151)

The program proposal includes five letters of support attesting to the need for this program, including Health Care Authority of the City of Anniston; Family Medicine physician Dr. Lucile Vandervoort Morris; Dr. Jeff Ryan, Professor Emeritus of Emergency Management, at Jacksonville State University; Dr. Raul Magadia, Infectious Disease physician; Lee Patterson, Calhoun County Commission Chairman; Lagina Fillingum, RMC Foundation Director.

Student Demand: Demand for public health programming is evidenced from the strong enrollment figures for the existing Community Health minor offered by the Department of Kinesiology. JSU reports that Community Health courses reach maximum enrollment in each semester they are offered. In addition, a student interest survey was conducted in spring 2022, and 79% of respondents indicated the program was a "great idea," with 61% indicating that they were "somewhat or very likely" to apply for admission.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 1
Part-time: .5

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

JSU currently has one full-time and .5 part-time primary faculty members teaching Community Health coursework. In addition, JSU plans to hire one new full-time primary faculty member in Year 2 at a cost of $122,000 annually. The new faculty member will be expected to have a master's or doctorate in Public Health or related field. Other community health courses that will support the new BPH degree will continue to be taught by current faculty in the Social Work and Sociology programs.

Staff: No dedicated staff will be required for the proposed program.

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

Equipment: No specialized equipment costs will be required for the program.

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

Library: No additional resources will be required to support the program. The JSU Houston Cole Library's local collection and current subscriptions has adequate holdings to support the proposed BS in Public Health. The JSU library currently has access to over 6,562 full-text health-related journals.

Full-text articles, citations, and abstracts are available through relevant databases such as CINAHL, PubMed (Medline), BioMed Central, Cochrane Library, DynaMed, ProQuest Family Health Databases, ProQuest Health & Medical Collection, EBSCOhost Health Databases, ProQuest Nursing & Allied Health, Ovid Nursing, SportDiscus, and EBSCOhost Education Databases (for school & adolescent health). From the Library's yearly budget, an average of $37,896 is spent on nursing and health science serials.

Other: The cost of initial accreditation with CEPH is $8,250, which is split between the MPH and BPH programs. Ongoing membership costs of $4,300 annually are also split between the two programs.

Program Budget: The proposal projects that $744,725 in new funds will be required to support the program over the first seven years, including program accreditation. Over the same period, the program is expected to generate a total of $1,179,964 through tuition and student fees and will not require any internal reallocations.

Attachment 3

Jacksonville State University
Bachelor of Public Health in Public Health

Course Number and Title	Number of Credit Hours	* If New Course
General Education Coursework (Areas I-IV)	**41**	
BPH Core Courses	**42**	
HPE 212 Personal and Community Health	3	
HPE 312 Health Problems and Disease Prevention	3	
HPE 315 Community and Public Health	3	
HPE 316 Current Issues and Trends in Public Health	3	
HPE 318 Public Health for Special Populations	3	
HPE 412 Special Projects in Public Health	3	
HPE 420 Health Aspects of Aging	3	
HPE 402 Epidemiology	3	*
HPE 262 Health Behavior Theory, Research, and Practice	3	*
HPE 490 Internship in Public Health	6	* WBL
SW 300 Interpersonal Skills and Human Relations	3	
SY 364 Medicine and Society	3	
SY 221 Introduction to Sociology	3	
Support Courses	**19**	
HPE 102 Introduction to Public Health	2	
HPE 109 Concepts of Wellness	3	
HPE 232 Sports Safety & First Aid	2	
NU 130 Medical Terminology	3	
FCS 215 Introductory Nutrition	3	
MS 204 Basic Statistics	3	
COM 205 Introduction to Broadcast Writing	3	
General Electives or Minor	**18**	
Total Credit Hours for BS in Public Health	**120**	
NOTE: WBL indicates which courses include work-based learning as a required component.		

DECISION ITEM: A-3b

Jacksonville State University, Master of Public Health in Public Health (CIP 51.2201)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Public Health (MPH) in Public Health.

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

Implementation Date: The proposed program will be implemented in Fall 2024. Based on Commission policy, the proposed program must be implemented by September 2026, 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 2025-26 will be at least 5.3, based on the proposal.

2. That the annual average number of graduates for the period 2025-26 through 2030-2031 (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 program will achieve or make substantial progress toward specialized accreditation through the Council on Education for Public Health (CEPH).

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, certification exam pass rates and/or progress into a doctoral program.

Jacksonville State University will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2031.

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 Master of Public Health (MPH) will prepare graduates for employment in the growing public health sector, particularly as community health workers and community and social service managers, which appear on the most recent In-Demand Occupations List.

2. The proposed program is designed to meet the program requirements set by the Council on Education for Public Health (CEPH), and as a result, graduates will be eligible for professional certification through the National Board of Public Health Examiners.

3. The proposal includes 5 letters of support attesting to the need for the program, including two from local government entities.

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 December 1, 2022, 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 Public Health in Public Health (CIP 51.2201)*							

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	$0	$166,000	$166,000	$236,000	$236,000	$236,000	$236,000	$1,276,000
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
ACCREDITATION AND OTHER	$0	$4,125	$2,150	$2,150	$2,150	$2,150	$2,150	$14,875
TOTAL	$0	$170,125	$168,150	$238,150	$238,150	$238,150	$238,150	$1,290,875

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT							
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION + FEES	$115,500	$266,850	$338,010	$355,800	$355,800	$355,800	$355,800	$2,143,560
TOTAL	$115,500	$266,850	$338,010	$355,800	$355,800	$355,800	$355,800	$2,143,560

ENROLLMENT PROJECTIONS Note: "New Enrollment Headcount" is defined as unduplicated counts across years.							
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	10	14	15	15	15	15	14
PART-TIME HEADCOUNT	Year 1 - No data reporting required	5	5	5	5	5	5	5
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	19	20	20	20	20	19
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	6	6	5	5	5	5	5.33

DEGREE COMPLETION PROJECTIONS Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.							
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	4	4	4	5	5	5	4.5

Attachment 2

Summary of Background Information

Jacksonville State University
Master of Public Health in Public Health

Role: The proposed program is within the instructional role for Jacksonville State University (JSU). Expanding its program offerings into the discipline of Public Health will require substantive change approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Program Description: The Master of Public Health (MPH) in Public Health will prepare graduates to develop, implement, assess, and evaluate public health services, establish collaborative partnerships with organizations and communities. The MPH will provide preparation in community-focused health education and health promotion with concentrations in general public health and rural health.

Student Learning Outcomes: Upon completion of the program, students will be able to:

1. Appraise the impact of social determinants of health on the well-being of the community and make recommendations for improvement.

2. Design collaborative community activities based on current research evidence that advances health knowledge and practice.

3. Connect cultural competency and social justice (e.g., gender, culture, and ethnicity) of learned competencies through field experiences, capstone projects, and other educational research and service activities.

4. Synthesize knowledge acquisition of health indicators to assume leadership roles in organizations that advance public health.

Administration: The program will be administered by the College of Health Professions and Wellness, Dr. Tracey Matthews, Dean; and the Department of Kinesiology, Dr. Gina Mabrey, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were available for review by the Alabama Council of Graduate Deans (ACGD). Five responses were received, with two asking for additional details on program implementation.

Public Review: The program was posted on the Commission website from January 31, 2023 to February 19, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer related graduate-level programs:

- The University of Alabama (MPH in Health Education and Promotion, CIP 51.2201)

- The University of Alabama (MS in Rural Community Health, CIP 51.2208)

- The University of Alabama (MS in Population Health Sciences, CIP 51.2299)

- The University of Alabama at Birmingham (MPH in Public Health, CIP 51.2201)

- The University of Alabama at Birmingham (MSPH in Public Health, CIP 51.2201)

Relationship to Existing Coursework: JSU currently offers undergraduate coursework in public health leading to a minor in Community Health. JSU is also developing a Bachelor of Public Health (BPH), which has been submitted for approval, with a proposed start date of Fall 2023. If approved by the Commission, the BPH program will be in place for one year prior to the MPH proposed start date of Fall 2024.

Collaboration: JSU has not identified any collaborations at this time but is open to opportunities as they arise or as needs are identified.

Admissions: Students must meet all the requirements for JSU graduate admission. There are no special admissions or curricular requirements for the program. No work experience will be required for acceptance.

Mode of Delivery: The proposed program delivery format is hybrid. Of the total coursework, 80-90% can be completed online, with 10-20% in person.

Curriculum: JSU plans to develop 18 new courses for the program. This coursework will support two concentration areas: Public Health Generalist and Rural Health.

Program Completion Requirements:

Credit hours required in program core	27
Credit hours in program concentration	9
Credit hours required in research support	6
Total credit hours required for completion	**42**

Work-Based Learning: The proposed MPH will require experiential learning in accordance with the Council of Education for Public Health (CEPH) accreditation standards. The standards require that candidates develop competency through applied practical experiences, and all MPH candidates will be required to complete "Field Experience in Public Health" as part of their program core coursework.

Specialized Accreditation: JSU will seek accreditation for the proposed program through the Council of Education for Public Health (CEPH) to ensure quality education, peer review, program visibility, and accountability.

Professional Certification/Licensure: The proposed MPH will prepare graduates for the Certified in Public Health (CPH) exam offered by the National Board of Public Health Examiners, as well as for the Certified Health Education Specialist (CHES) exam offered by the National Commission for Health Education Credentialing.

Industry Need: The proposed MPH will help fill the growing demand for public health graduates. The Alabama "In-Demand" occupations list revealed that the state has a growing need for health graduates. The Bureau of Labor Statistics shows a projected 17% growth from 2020-2030 for employment of public health specialists. In addition, JSU works with EAB to survey the demand for health specialists in regional markets. EAB study showed a moderate number of job postings (6,291) in the last 12 months. Graduates will be prepared for employment within the following occupations:

1) Community Health Workers (SOC 21-1094, appears on the 2023 In-Demand Occupations List for Region 4 and Region 7)

2) Social and Community Service Managers (SOC 11-9151, appears on the 2023 Statewide In-Demand Occupations List)

The program proposal includes five letters of support attesting to the need for this program, including Health Care Authority of the City of Anniston; Family Medicine physician Dr. Lucile Vandervoort Morris; Dr. Jeff Ryan, Professor Emeritus of Emergency Management at Jacksonville State University; Dr. Raul Magadia, Infectious Disease physician; Lee Patterson, Chairman of the Calhoun County Commission; and Lagina Fillingum, Director of the Regional Medical Center Foundation.

Student Demand: Demand for public health programming is evidenced from the strong enrollment figures for the existing Community Health minor offered by the Department of Kinesiology. JSU reports that Community Health courses reach maximum enrollment in each semester they are offered. In addition, it is anticipated that the proposed BPH program would be a strong feeder for the proposed MPH program.

Resources:

Faculty:
Current Primary Faculty:
Full-time: .5
Part-time: 0
Support Faculty—
Full-time: 0
Part-time: 0

Additional Faculty to be hired:
Primary Faculty—
Full-time: 2
Part-time: 0
Support Faculty—
Full-time: 0
Part-time: 0

JSU plans to hire two new full-time primary faculty members for Academic Year 2025-2026. Faculty will be expected to have a doctorate in Public Health or related field.

Staff: No dedicated staff will be required for the proposed program.

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

Equipment: No specialized equipment costs will be required for the program.

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

Library: No additional resources will be required to support the program. The JSU Houston Cole Library's local collection and current subscriptions has adequate holdings to support the proposed BS in Public Health. The JSU library currently has access to over 6,562 full-text health-related journals.

Full-text articles, citations, and abstracts are available through relevant databases such as CINAHL, PubMed (Medline), BioMed Central, Cochrane Library, DynaMed, ProQuest Family Health Databases, ProQuest Health & Medical Collection, EBSCOhost Health Databases, ProQuest Nursing and Allied Health, Ovid Nursing, SportDiscus, and EBSCOhost Education Databases (for school and adolescent health). From the Library's yearly budget, an average of $37,896 is spent on nursing and health science serials.

Other: The cost of initial accreditation with CEPH is $8,250, which is split between the MPH and BPH programs. Ongoing membership costs of $4,300 annually are also split between the two programs.

Program Budget: The proposal projects that $1,290,875 in new funds will be required to support the program over the first seven years, including faculty compensation and program accreditation. Over the same period, the program is expected to generate a total of $2,143,560 through tuition and student fees.

Attachment 3

Jacksonville State University
Master of Public Health in Public Health

Course Number and Title	Number of Credit Hours	* If New Course
MPH Core Curriculum	**27**	
Research Design	3	*
Issues and Trends in Public Health	3	*
Biostatistics	3	*
Epidemiology for Public Health	3	*
Social and Behavioral Determinants of Health	3	*
Theories of Health Behavior and Communication	3	*
Administration of Public Health Initiatives	3	*
Field Experience in Public Health	3	* WBL
Directed Studies in Public Health	3	*
Rural Health Concentration *(students will select one concentration)*	**15**	
Practice of Health Communication & Leadership	3	*
Rural Public Health Practices	3	*
Electives in Social and Behavioral Sciences or Advisor Guided Course	6-9	
Survey Research Methods in Public Health	3	*
Qualitative Methods for Public Health	3	*
Generalist Concentration *(students will select one concentration)*	**15**	
Global Health	3	*
Health Systems Management	3	*
Public Health Policy	3	*
Electives in Social and Behavioral Sciences or Advisor Guided Course	3	
Survey Research Methods in Public Health	3	*
Qualitative Methods for Public Health	3	*
Total Credit Hours for Master of Public Health	**42**	

"WBL" indicates that the course includes work-based learning components.

DECISION ITEM: A-4a

<u>University of Alabama at Birmingham, Bachelor of Science in
Disability Studies and Rehabilitation Science (CIP 51.2314)</u>

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science
(BS) in Disability Studies and Rehabilitation Science.

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

Implementation Date: The proposed program will be
implemented in Fall 2023. Based on Commission policy, the
proposed program must be implemented by September 13,
2025, 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 19.7, based on the
proposal.

2. That the annual average number of graduates for the period
2026-27 through 2029-2030 (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 acceptance into graduate
programs of study.

The University of Alabama at Birmingham (UAB) will be required
to phase out the program if any of the post-implementation
conditions are not met. The institution must present
documentation regarding the post-implementation conditions, as
well as a general assessment of the program, in a report
submitted to the Commission no later than September 1, 2030.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed program will increase the number of people trained to support the health and wellbeing of individuals with disabilities, metrics on which Alabama has ranked low. Graduates will be prepared to pursue professional degrees in physical or occupational therapy or research degrees in rehabilitation sciences.

2. This proposed program builds on the clinical practices and research strengths of the UAB Department of Physical Therapy and therefore will require minimal new resources to deliver.

3. The proposal includes 3 letters of support from community partners attesting to the need for the proposed program.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of Alabama at Birmingham proposal dated September 16, 2022. 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 at Birmingham*
PROGRAM: *Bachelor of Science (BS) in Disability Studies and Rehabilitation Science (CIP 51.2314)*

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
FACULTY	$0	$0	$0	$0	$0	$0	$0	$0
STAFF	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$140,000
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	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$140,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION + FEES	$0	$15,156	$58,098	$124,195	$195,344	$262,704	$275,334	$930,831
TOTAL	$0	$15,156	$58,098	$124,195	$195,344	$262,704	$275,334	$930,831

ENROLLMENT PROJECTIONS
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	14	29	49	68	85	95	56.7
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	14	29	49	68	85	95	56.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	8	15	20	25	25	25	19.7

DEGREE COMPLETION PROJECTIONS
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data	0	0	5	7	12	17	10.25

Attachment 2

Summary of Background Information

University of Alabama at Birmingham (UAB)
Bachelor of Science in Disability Studies and Rehabilitation Science

Role: The proposed program is within the instructional role for the University of Alabama at Birmingham (UAB).

Program Description: Offered by the Department of Physical Therapy in the School of Health Professions, the proposed BS in Disability Studies and Rehabilitation Science will prepare students to enter the workforce in rehabilitation within health-related professions, including therapeutic recreation, rehabilitation through health promotion, medical rehabilitation, school health, and community health; to earn an advanced professional/clinical degree in occupational therapy or physical therapy; or to enter pursue a research doctoral degree in rehabilitation sciences. The proposed program will draw upon expertise from faculty in the Department of Physical Therapy in mobility, health promotion, continuum and transitional care, and tele-rehabilitation with a focus on diversity and inclusion integrated across the curriculum.

Student Learning Outcomes: Upon completion of the program, students will be able to:

1. Manage and lead health-oriented initiatives related to rehabilitation science in academic, healthcare, and research careers.

2. Research, communicate, coordinate and/or provide evidence-based health-related and rehabilitation support services through various methods of delivery to individuals, communities, and society.

3. Understand the role of community, advocacy, and the healthcare system for individuals with disability and chronic disease in the US.

4. Synthesize, interpret, and address societal and cultural matters of concern in rehabilitation.

Administration: The program will be administered by the UAB School of Health Professions, Dr. Andrew J. Butler, Dean; and the Department of Physical Therapy, Dr. David Morris, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were available for review by the Council of University Chief Academic Officers (CUCAO). One response was received, raising no issues about the proposed program.

Public Review: The program was posted on the Commission website from February 1, 2023 to February 20, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are no undergraduate programs in Alabama using the CIP code 51.2314 (Rehabilitation Science). There are two related undergraduate programs listed under the CIP code 51.2399 (Rehabilitation and Therapeutic Professions, Other). Alabama State University offers a BS in Rehabilitation Services with a Concentration in Addiction Studies (BSRS), and Troy University offers a BS in Rehabilitation and Disability Studies. Both existing programs have a greater focus on human behavior and counseling.

Relationship to Existing Coursework: The proposed degree will build on the clinical practices and research strengths of the UAB Department of Physical Therapy, which currently offers only graduate/professional degrees, including the Doctor of Physical Therapy (CIP 51.2308) and the PhD in Rehabilitation Science (CIP 51.2399). Students in this proposed baccalaureate program will have access to research opportunities, seminars/educational activities and faculty members from the Center for

Engagement in Disability Health and Rehabilitation Sciences and other UAB Research Centers, including the Center for Exercise Medicine; Center for Healthy Aging; the Center for Clinical and Translational Science; Comprehensive Neuroscience Center; UAB Comprehensive Diabetes Center; O'Neal Comprehensive Cancer Center; Center for the Study of Community Health; Comprehensive Arthritis, Musculoskeletal, Bone, and Autoimmunity Center; Comprehensive Cardiovascular Center; Center for AIDS Research; and the Minority Health Disparities Research Center. Graduates will be eligible to apply to UAB's DPT, OTD, and PhD in Rehabilitation Science programs.

Collaboration: UAB does not plan to collaborate with other institutions for the implementation of the proposed degree program. However, once the program is established, they will welcome and seek partnership with two-year colleges, under UAB guidelines, that prepare students for transfer to this type of program, and who wish to have a four-year degree in Rehabilitation Science. Internal to UAB, there may be collaborations with the Department of Occupational Therapy and the School of Medicine, as well as with research centers mentioned above.

Admissions: There are no prior education or work experiences required for acceptance to the proposed program above and beyond undergraduate admissions criteria set forth by UAB.

Mode of Delivery: Coursework for the program will be delivered primarily via face-to-face instruction. Approximately 10% of the program will be delivered online as an enhancement to face-to-face instruction.

Curriculum: UAB plans to develop 10 new courses for the program.

Program Completion Requirements:	
Credit hours required in program courses	38
Credit hours in general education or core curriculum	41
Credit hours required in support courses	33
Credit hours in required or free electives	8
Credit hours required in required research	N/A
Total credit hours required for completion	**120**

Work-Based Learning: The BS in Disability Studies and Rehabilitation Science program will require experiential and work-based learning targeted toward each student's professional goals. Those seeking to enter employment immediately upon graduation will be matched with opportunities within health-related professions such as therapeutic recreation, rehabilitation through health promotion, medical rehabilitation, school health, and community health. Those intending to pursue professional degrees in PT or OT will be matched with opportunities within clinical settings that will satisfy the observation hours requirement for applicants. Those intending to pursue research-focused graduate study will be matched with opportunities within laboratories conducting rehabilitation-focused research.

Specialized Accreditation: The only identified accrediting agency for a program of this type is the Commission on Accreditation of Allied Health Education Programs' (CAAHEP) Committee on Rehabilitation Accreditation (CoRA). This accreditation option is relatively new, established in October, 2018, and standards are not yet finalized. UAB will monitor the development of this accrediting body as they implement the program.

Industry Need: Alabama's current ranking is 44th out of 50 in the nation in nearly all metrics regarding the health and well-being of individuals with disabilities. In a 2019 CDC study, Alabama had the 5th highest percentage of individuals with a mobility disability in the United States. Consistently poor rankings and the diminished health status of many people in Alabama have prompted an initiative to revisit the state health plan and have led to the development of many other state-wide initiatives, such as the UAB Grand Challenge "Healthy Alabama 2030: Live HealthSmart." Additionally, a number of foundations and institutions have been established to support healthy living for individuals with disabilities, such as the Lakeshore Foundation.

The need to improve health status among Alabamians creates an increased need for workers who are educated in the underlying science and evidence-based practice in health and wellness, particularly in the area of rehabilitation, which is the cornerstone of health and wellness outcomes for individuals with disabilities.

The proposal included letters of support from the following entities attesting to the need to expand pathways into the field of rehabilitation:

1) Alabama Head Injury Foundation

2) The Horizons School, which seeks to prepare young adults with learning difficulties for an independent life

3) Lakeshore Foundation

Student Demand: The UAB undergraduate students surveyed provided their year in school, current major, and the extent to which they would be interested in an undergraduate degree in rehabilitation science. This included students from a Pre-PT and OT club, while also sampling students from Biomedical Sciences and Engineering. Of the 123 responses received, 45% stated they were "very" or "extremely" interested in an undergraduate degree in Rehabilitation Science. The survey results suggest significant potential to grow the proposed program within the School of Health Professions.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 6
Part-time: 0
Support Faculty—
Full-time: 4
Part-time: 0

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

Staff: UAB will initially hire a PT support staff member (.5 FTE) to assist in duties and responsibilities related to the proposed degree. The department will re-evaluate needs after the second year of the program and budget for and extend support staff as necessary for the successful administration of the program.

Assistantships: No fellowships will be offered for the program.

Equipment: No specialized equipment costs will be required for the program.

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

Library: The UAB Libraries, comprised of Lister Hill Library of Health Sciences (LHL), Mervyn H. Sterne Library at University Hospital, Reynolds-Finely Historical Library, UAB Archives and the Alabama Museum of the Health Sciences, will support research for the proposed BS degree. The UAB Libraries maintain a large collection of books and electronic journals, including 4,457 biotechnology-related journals; 39,672 biotechnology-related books; and 60 related databases, including subscriptions to *Elsevier Freedom Collection, ClinicalKey, Science Direct, Embase,* and *Scopus*.

Current library resources have been sufficient to support existing graduate degree programs related to rehabilitation sciences, and no new needs are anticipated for the undergraduate degree.

Program Budget: The proposal projects that $140,000 in new funds will be required to support the program over the first seven years. Over the same period, the program is expected to generate a total of $930,831 from tuition and fees.

Attachment 3

University of Alabama at Birmingham
Bachelor of Science in Disability Studies and Rehabilitation Science

Course Number and Title	Number of Credit Hours	* If New Course
Core Courses	**41**	
Area I Written Composition (EH 101; EH 102) 6	6	
Area II Humanities and Fine Arts 12	12	
Area III Natural Sciences and Mathematics MA 106; BY 123; PH 201/201L	11	
Area IV. History, Social, and Behavioral Sciences	12	
Lower-Level Support Courses (C or better required) (C or better required) *Please note that some of the courses required for Lower-Level Support Courses count toward the core curriculum)	**33**	
BY 115 Human Anatomy	4	
BY 116 Introductory Human Physiology	4	
BY 124 Introductory to Biology II	4	
CH 115/CH 116 General Chemistry	4	
CH 117/CH 118 General Chemistry II	4	
HCM 350	3	
PH 202/202L College Physics II	4	
MA 180 Introduction to Statistics	3	
HRP 101 Freshman Year Experience	3	
Major Courses	**38**	
RHB 400 Introduction to Rehabilitation Science	3	
RHB 490 Quantitative Biomechanics of Injury and Rehabilitation	3	
Rehabilitation and Healthcare in the U.S.	3	*
Living with a Disability	3	*
Current Trends in Rehabilitation Science	3	*
Aging in the Community	3	*
Tests and Measures in Rehabilitation Science	3	*
Adapted Mobility and Exercise Interventions	3	*
Environmental and Community Considerations of Mobility	3	*
Scientific Inquiry in Rehabilitation Science	3	*
Leadership Lifelong Learning and RHB Science	3	*
Senior Capstone	5	*
Electives	**8**	
In consultation with program faculty and advisors, based on a student's career/educational goals, 8 hours of elective courses may be taken to complete the degree. This will allow students to tailor their educational experience by adding a minor or participating in SHP Honors or SHP Undergraduate Research Experiences and Certificates. Certain minors may require credit hours that will exceed 8, such as the minor in Community Health.		
Total Credit Hours for Degree	**120**	

DECISION ITEM: A-4b

University of Alabama at Birmingham, Education Specialist in School Psychology (CIP 42.2805)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Education Specialist (EdS) in School Psychology.

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

Implementation Date: The proposed program will be implemented in Fall 2023. Based on Commission policy, the proposed program must be implemented by September 13, 2025, 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 2024-25 will be at least 12, based on the proposal.

2. That the annual average number of graduates for the period 2025-26 through 2029-30 (five-year average) will be 3.0, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

3. That the program will meet or make substantial progress toward accreditation through the National Association of School Psychologists (NASP) and will be authorized by the Alabama State Board of Education for Class AA Certification in School Psychology.

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 data on graduates' employment and professional certification.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program to include information on employment outcomes for graduates, in a report submitted to the Commission no later than September 1, 2030.

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 extend coursework from UAB's existing MAEd in School Psychometry to the Education Specialist level and will be one of two programs leading to Class AA certification in School Psychology.

2. The program will directly address the documented critical workforce shortage for school psychologists seen nationally, regionally, and in Alabama.

3. The program proposal includes four letters of support from the following: National Association of School Psychologists (NASP), Alabama Association of School Psychologists (AASP), Birmingham City Schools, and Sylacauga City Schools.

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 at Birmingham proposal, dated April 25, 2022. 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 at Birmingham*							
PROGRAM: *EdS in School Psychology (CIP 42.2805)*							

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
FACULTY	$93,030	$94,890	$96,788	$98,724	$100,698	$102,711	$104,765	$691,606
STAFF	$0	$0	$0	$0	$0	$0	$0	$0
EQUIPMENT	$10,000	$0	$0	$0	$0	$0	$0	$10,000
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	$1,000	$2,000	$1,000	$1,000	$1,000	$1,000	$1,000	$8,000
TOTAL	$104,030	$96,890	$97,788	$99,724	$101,698	$103,711	$105,765	$709,606

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION	$190,944	$381,888	$381,888	$381,888	$381,888	$381,888	$381,888	$2,482,272
TOTAL	$190,944	$381,888	$381,888	$381,888	$381,888	$381,888	$381,888	$2,482,272

ENROLLMENT PROJECTIONS Note: "New Enrollment Headcount" is defined as unduplicated counts across years.							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	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	24	24	24	24	24	24	24
TOTAL HEADCOUNT	Year 1 - No data reporting required	24	24	24	24	24	24	24
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	12	12	12	12	12	12	12

DEGREE COMPLETION PROJECTIONS Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	12	12	12	12	12	12

Attachment 2

Summary of Background Information

Education Specialist in School Psychology
University of Alabama at Birmingham

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

Program Description: Offered by the Department of Curriculum and Instruction in the School of Education, the proposed EdS in School Psychology will focus on developing future school psychologists who are uniquely equipped, with backgrounds in both education and mental health, to improve the classroom learning environment. The program will be grounded in the scientist-practitioner model that enables graduates to become well-rounded, effective school psychologists who practice competently and ethically in all domains of school psychology practice and who are prepared to work effectively with diverse populations in a variety of settings.

Student Learning Outcomes: Learning outcomes of the EdS in School Psychology include the following abilities:

1. Demonstrate the ability to be effective problem-solving change agents who utilize data-based decision making for assessment and intervention for diverse student populations.

2. Demonstrate a broad understanding of the educational system, the family system, and the practice of school psychology. Students will demonstrate the ability to effectively work within these systems with diverse student populations.

3. Demonstrate the ability to promote positive behavioral, emotional, and social well-being of children and their families with diverse experiences within the context of a problem-solving modeling of school psychology.

4. Demonstrate the knowledge of and skills used to promote positive academic growth for all children within the context of a collaborative, problem-solving model of school psychology.

5. Prepare candidates to value diversity, demonstrate respect for all cultures, and strive towards culturally responsive practices.

6. Effectively integrate core foundational knowledge and experiences to implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

Administration: The program will be administered by the School of Education, Dr. Michelle Robinson, Dean; and the Department of Curriculum and Instruction, Dr. Roxanne Mitchell, 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). Six institutions submitted responses to the proposed program. Five respondents expressed support for the proposed program, with two noting that it will help fill the continued demand for school psychologists.

Public Review: The program was posted on the Commission website from February 1, 2023 to February 20, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Alabama has limited offerings in School Psychology at the Education Specialist level. The University of Alabama offers a PhD in School Psychology, which is accredited by the National Association of School Psychologists and can also lead to Class AA educator certification.

Relationship to Existing Programs: The proposed program will receive support from existing faculty and courses currently in the Department of Curriculum and Instruction. It will be directly related to the existing MAEd in School Psychometry (CIP 13.0604) and MAEd in Special Education (CIP 13.1001).

Some coursework will be drawn from the School of Education's Department of Human Studies in Research Methodology and Counseling.

Collaboration: Collaboration will take place between the proposed program and school systems throughout Alabama where students will be placed for practicums and internships. Many strong collaborative relationships are already established between the existing school psychometry program and school systems across Alabama and neighboring states.

Accreditation: UAB will seek accreditation with the National Association of School Psychologists (NASP).

Professional Certification: The program is designed to lead to ALSDE certification in School Psychology at the Class AA level. Graduates will also be prepared to apply for the National Certified School Psychologist (NCSP) credential offered by NASP.

Admissions: Admission to the program requires one of the following: a) two full years of full-time professional educational work experience in a P-12 school system(s) and at least a valid master's-level professional educator certificate in school psychometry, school psychology, or special education; or b) applicant holds a valid out-of-state professional educator certificate in school psychometry, school psychology, or special education at the master's level. Applicants for initial certification in school psychology through the completion of a Class AA program must meet the Praxis requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification. Students can transfer a maximum of 12 credit hours from another institution.

Mode of Delivery: Coursework will be delivered 100% online. This learner-centered distance delivery model is currently being utilized in the School Psychometry MAEd degree program.

Curriculum: UAB will create three new courses for the proposed program. The program will include two options: 1) Specialist in School Psychology Track (SSP-only track) for individuals who already have a master's degree in Special Education or School Psychometry; and 2) Master of Arts/Specialist in School Psychology Track for individuals with a bachelor's degree and two years of full-time K-12 teaching experience.

Program Completion Requirements:

Credit hours required in program core courses	34
Credit hours in general education	N/A
Credit hours required in support courses	N/A
Credit hours in required or free electives	0
Credit hours in required research	0
Total credit hours required for completion	**34**

This program is designed for part-time students and can be completed in two years (5 semesters). Upon completion of didactic course work, students will be expected to pass a competency examination relevant to content in assessment, intervention, ethics, law, and professionalism courses before they can transition to internship. This examination will be comprised of written, oral, and practical components and generally will be completed at the end of semester 3.

Work-Based Learning: A practicum supervised by program faculty and qualified practicum supervisors will be completed to ensure that students are developing professional work characteristics and designated competencies. In addition, a supervised and carefully evaluated 1200-clock-hour internship in school psychology will be completed. It will provide students the opportunity to integrate, apply, and attain the full range of comprehensive school psychology competencies. It will also result in direct, measurable, and positive impacts on children, families, and schools.

Industry Need: The proposed EdS program will prepare graduates for immediate employment as school psychologists (SOC 19-3034), which are included on the Statewide In-Demand Occupations List. The proposed program will fulfill a well-documented critical shortage in school psychology, both in terms of

practitioners and in the availability of graduate education programs needed to train the workforce necessary to keep up with the growing student population. The National Association of School Psychologists (NASP) recommends a ratio of one school psychologist per 500 students to provide comprehensive school psychological services. This ratio is consistent with research showing that school psychological services decrease as ratios of students to school psychologists increase. Current data estimates a national ratio of 1:1,162; however, great variability exists among states, and Alabama's ratio of school psychologists to students is much higher than the national average.

Because of increasing interest in addressing the mental health issues in our schools, federal policy makers are providing historic levels of additional federal funding to address workforce shortages in school psychology —$111 million this fiscal year to support state and local education agencies' efforts to increase the number of school psychologists. Graduate education programs are also being offered several competitive federal grants that can assist in remedying shortages in their own states. The EdS program would be eligible to compete for this federal funding.

The level of interest and demand for school psychologists is demonstrated in letters of support from school district leaders as well as school psychology organizations, including the National Association of School Psychologists and the Alabama Association of School Psychologists.

Student Demand: An electronic survey hosted on UAB's platform was conducted to determine school psychometry alumni interest and viability of the new program. Emails with anonymous hyperlinks to the survey were disseminated to 60 individuals, and 54 surveys were completed for a response rate of 90%. When asked if interested in enrolling in an EdS in School Psychology program at UAB, 47% reported "Yes" and 44% reported "Maybe." Additionally, conversations and meetings between UAB and members of school districts in the state have elicited excitement about the potential for an EdS in School Psychology. Many school psychometrists and teachers are desiring to re-specialize to the field of school psychology, and, at the present time, UAB is having to turn them away.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 1
Part-time: 0
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

UAB will hire one full-time faculty member with credentials and expertise to teach courses, mentor students, and supervise internship experiences. The candidate must have completed a doctorate in school psychology; educational psychology with a specialization in school psychology; or another field of psychology with specialized training in school psychology. They must be professionally certified by the State of Alabama and show evidence of or strong potential in research and the ability to seek extramural grant funding.

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

Equipment: The proposed EdS program will be integrated with the existing school psychometry programs, which has some dedicated equipment in the UAB School of Education, however, more will

be necessary to accommodate the increased number of students. This would be a first-year start-up expense and would then be covered in subsequent years by lab and supervision fees associated with the coursework. Other expenses will include equipment, such as a computer, laptop, printer, etc., for the new faculty member.

Facilities: The proposed EdS program will share existing space within the School of Education's school psychometry programs. Office space will be needed for the additional faculty and will be equivalent and provided by the department.

Library: The UAB online Library databases are sufficient for the proposed program.

Other: Other costs include expenses associated with accreditation through NASP.

Program Budget: The proposal projected that $709,606 in estimated new funds will be required to support the proposed program over the first seven years. UAB projects that the program will generate $2,482,272 through tuition.

Attachment 3

Education Specialist in School Psychology
University of Alabama at Birmingham

Course Number and Title	Number of Credit Hours	* If New Course
Professional Foundations	**6**	
EDC 732 Culturally and Linguistically Responsive Instruction (meets SDE Diversity Requirement)	3	
ESP 630 Applied Neuropsychology in the School	3	*
Interventions	**12**	
ESP 631 Crisis Intervention and Prevention in the Schools	3	*
ECG 653 Counseling Children and Adolescents	3	
ESP 632 Consultation & Intervention for Learning & Behavior Problems	3	*
ECT 527 Collaborative Processes	3	
Research Design	**4**	
EPR 607 Stat Analysis Lab	1	
EPR 608 Intro to Stat Methods	3	
Clinical Experience	**12**	
Internship in School Psych (1200 clock hours)	12	
The following courses or their equivalents must be taken if not fulfilled in a previous graduate program:		
ECY 600 Intro to Exceptional Learners	3	
ESP 600 Seminar in School Psychology	3	
ECT 620 Formative and Summative Assessment	3	
ECT 623 Instructional Methods	3	
EPR 614 Lifespan Human Development	3	
ECT 625 Positive Behavior Supports	3	
ESP 627 Practicum in School Psychometry	1	
ESP 628 Individual Assessment of Children and Youth: Part I	3	
ESP 629 Individual Assessment of Children and Youth: Part II	3	
EPR 594 Intro to Ed Research Design	3	
Total hours for Degree	**34**	

DECISION ITEM: A-5

<u>University of Alabama in Huntsville, Bachelor of Science in Business Administration in Analytics (CIP 52.1301)</u>

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

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

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

Implementation Date: The proposed program will be implemented in Fall 2023. Based on Commission policy, the proposed program must be implemented by September 13, 2025, 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 in 2024-25 will be at least 9.5, based on the proposal.

2. That the annual average number of graduates for the period 2024-25 through 2029-30 (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 existing BSBA in Information Systems (CIP 52.1201) will maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including 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, 2030.

Background:

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

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

Staff recommendation for approval is based on the following rationale:

1. The proposed BSBA in Analytics will build on existing expertise within UAH's College of Business and will not require any additional resources to implement.

2. The US Bureau of Labor Statistics has found that Data Scientists and Mathematical Science Occupations are among the top 10 fastest growing occupations, with a significant number of openings in UAH's service area.

3. The proposal includes 5 letters of support from industry and economic development partners attesting to the need for the program.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of Alabama in Huntsville proposal, dated August, 31, 2022, with supplemental information provided. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
INSTITUTION: University of Alabama in Huntsville
PROGRAM: Bachelor of Science in Business Administration in Analytics (CIP 52.1301)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	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

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION	$0	$142,640	$157,940	$173,240	$188,540	$203,840	$203,840	$1,070,040
TOTAL	$0	$142,640	$157,940	$173,240	$188,540	$203,840	$203,840	$1,070,040

ENROLLMENT PROJECTIONS
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	10	11	12	13	14	14	12.3
PART-TIME HEADCOUNT	Year 1 - No data reporting required	8	9	10	11	12	12	10.3
TOTAL HEADCOUNT	Year 1 - No data reporting required	18	20	22	24	26	26	22.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	9	9	9	10	10	10	9.5

DEGREE COMPLETION PROJECTIONS
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	7	7	8	8	9	9	8

Attachment 2

Summary of Background Information

Bachelor of Science in Business Administration in Analytics
University of Alabama in Huntsville

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 Information Systems, Supply Chain, and Analytics in the UAH College of Business, the proposed BSBA in Analytics will prepare graduates for employment as management analysts. As today's businesses are generating substantial amount of data and relying on data to drive their day-to-day operations, the role of business analysts will only become more important. Utilizing past and present business data and employing cutting-edge technologies like machine learning, artificial intelligence, data and text mining, optimization, data visualization, and statistics, business analysts create formal mathematical models to reveal insights and consequently help drive future growth. Today, analytics are deeply integrated in the business life cycle, ranging from supply chain management, financial management, customer relationship management, human resources, and many other business facets.

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

1. Gain a fundamental knowledge and understanding of the following core business foundation areas: accounting, economics, finance, information systems, management, marketing, and international business.

2. Produce effective business communications in both written and presentation form.

3. Integrate knowledge from the business disciplines to address a firm's strategic business decisions.

4. Demonstrate analytical and critical thinking abilities.

5. Understand and articulate ethical decision-making.

Administration: The program will be administered by the College of Business, Dr. Jason T. Greene, Dean; and the Department of Information Systems, Supply Chain, and Analytics, Dr. Wai Yin Mok, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were available for review by the College and University Chief Academic Officers (CUCAO). One response was received, with no objections raised about the proposed program.

Public Review: The program was posted on the Commission website from February 1, 2023 to February 20, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Currently, five universities in Alabama offer similar bachelor's degrees:
- Auburn University (CIP 52.1301, BSBA in Business Analytics)
- Troy University (CIP 52.1301, BSBA in Business Analytics)
- University of Alabama (CIP 52.1301, BS in Management Science: Operations Management)
- University of Montevallo (CIP 52.1301, BS in Data Analytics)
- University of North Alabama, (CIP 52.1301, BSBA in Management Science: Data Analytics)

Given the industry demand and projected growth in business analytics, another program may be justified. **Relationship to Existing Coursework:** UAH currently offers an MS in Business Analytics (CIP 52.1301). The proposed program will extend UAH's offerings down to the undergraduate level, and several courses will be modified for cross-listing at both the graduate and undergraduate levels. In addition, the proposed program requires several courses offered within the existing BSBA in Information Sciences (CIP 52.1201). Students may also select program electives from upper-division offerings for the BS in Economics and Computational Analysis (CIP 52.0601).

Collaboration: UAH has no plans to explore program collaboration with other institutions at this time but is open to it as future needs dictate.

Admissions: There are no special admissions requirements for this program. A maximum of 60 credit hours may be transferred in from a regionally accredited junior, community, or two-year college. A greater number may be accepted from an accredited four-year institution.

Mode of Delivery: Approximately 80% of the courses required for the program will be offered online at least once a year. Students may choose to do these courses in person or online. One course is regularly offered in a hybrid format.

Curriculum: UAH plans to adapt some existing graduate-level coursework to be cross-listed at the undergraduate level to support this program, but no new courses will be required. The program does not plan to offer any options/concentrations.

Credit hours required in program core	21
Credit hours in general education courses	41
Credit hours required for support courses	55
Credit hours in required or free electives	3
Credit hours in required research	0
Total credit hours required for completion	**120**

Work-Based Learning: Work-based learning is not required. However, students may take a three-credit-hour internship course (MSC 495), which will include a minimum of 120 hours of onsite work over a 12-week period. Students will also have the option to take a three-credit-hour practicum course (MSC 494), where they will engage in a client-focused project or simulation.

Accreditation: UAH's College of Business is accredited by the Association for the Advancement of Colleges and Schools of Business (AACSB). The BSBA in Analytics will fall under the purview of AACSB accreditation.

Industry Need: Business Analytics is one of the fastest growing occupations in the United States and in Alabama, with Data Scientists and Mathematical Science Occupations among the top 10 fastest growing occupations from 2020 to 2030.

The proposed program is designed to prepare graduates for employment in the following occupations:
- Management Analysts (SOC 13-1111, included on the Statewide In-Demand Occupations List)
- Data Scientists (SOC 15-2051)
- Mathematical Sciences Occupations, Other (SOC 15-2099)

The College of Business also commissioned a research report on the projected growth and enrollment in the program from Hanover Research. The report indicates that over the next decade, occupations associated with the analytics field are projected to grow at a much faster than average rate in Alabama, indicating a strong job market for business analytics degree recipients. Roughly one in every three business analytics job openings in Alabama over the past six months have been centered in Huntsville. Employers seek a range of technical skills including coding, machine learning, statistics, Tableau, Python, and SQL, topics which are included in the curriculum for the proposed program.

Student Demand: The College of Business has a strong MS in Business Analytics program. With an enrollment of 70 students in Spring 2022, it is second only to the MBA degree among all the graduate programs of the college. The addition of the proposed Analytics Major will enable the department to position itself for further growth. Also, the related BSBA in Information Sciences shows strong outcomes, with nearly 60 graduates produced annually.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 8
Part-time: 0

Support Faculty—
Full-time: 28
Part-time: 39

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

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

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 M. Louis Salmon Library provides learning/information resource support for the curriculum, mission, students, faculty, and staff at UAH. In keeping with the university's mission, the Salmon Library contributes to and supports the discovery, creation, and communication of knowledge in an innovative environment, and supports self-sufficient learners who can discover, access, and use information effectively. With over 200,000 print titles, 489,000 electronic books, 63,000 online serial/journal titles, 195 electronic databases, 12 credentialed librarians, unique learning labs and outreach programs, the Salmon Library offers key resources for academic success and scholarly endeavors. The Library's holdings support the MS in Business Analytics and will be adequate to support the undergraduate program as well.

Program Budget: As the program will not require new courses, no new expenditures are projected. Over the first seven years, the program is expected to generate $1,070,040 through tuition.

Attachment 3

Bachelor of Science in Business Administration in Analytics
University of Alabama in Huntsville

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses	**41**	
Freshman Composition (Area I)	3-6	
Humanities and Fine Arts (Area II)	12	
Mathematics and Sciences (Area III)	11-12	
History and Social and Behavioral Sciences (Area IV)	12	
Pre-Professional Courses (Area V)	**31**	
FYE 101 CHARGER SUCCESS OR HON 101 INTRO TO HONORS RESEARCH OR BUS 300 BUSINESS TRANSITIONS	1	
ECN 142* PRINCIPLES OF MACROECONOMICS	3	
ECN 143* PRINCIPLES OF MICROECONOMICS	3	
MA 120 MATH PROFESSIONAL APPLICATION	3	
EH 300 STRATEGIES FOR BUSINESS WRITING OR EH 301 TECHNICAL WRITING	3	
CM 313 BUSINESS & PROFESSIONAL COMM	3	
ACC 210 ACCOUNTING FOR BUSINESS OR BOTH OF ACC 211 PRINCIPLES OF FINANCIAL ACCOUNTING AND ACC 212 MANAGEMENT ACCOUNTING	3	
BLS 211 LEGAL ENVIRON/BUSINESS	3	
IS 146 COMPUTER APPLICATIONS IN BUSINESS	3	
MSC 287 BUSINESS STATISTICS I	3	
MSC 288 BUSINESS STATISTICS II	3	
Upper Division Business Degree Requirements	**24**	
FIN 301 PRINCIPLES OF FINANCE	3	
IS 301 INFO SYSTEMS IN ORGANIZATIONS	3	
MGT 301 MANAGING ORGANIZATIONS	3	
MKT 301 PRINCIPLES OF MARKETING	3	
MSC 385 OPERATIONS ANALYSIS	3	
MGT 450 INTERNATIONAL BUSINESS	3	
MGT 499 COMPETITIVE STRATEGY	3	
SELECT ONE 300-400 LEVEL ECN ELECTIVE	3	
Analytics Major Requirements	**21**	
IS 210 INTRO TO COMPUTER PROGRAMMING IN BUSINESS	3	

IS 340 DATABASE MANAGEMENT	3	
IS 471 BUSINESS ANALYTICS AND AI	3	
MSC 450 INTRO TO ANALYTICS AND PROGRAMMING	3	
MSC 469 DATA VISUALIZATION	3	
SELECT 2 ELECTIVES FROM THE LIST: IS310, MKT343, ECN480, ECN490, FIN490, IS490, OR MSC490	6	
Free Elective	3	
Total Credit Hours for Degree	120	

*Indicates course may be counted towards Social Science requirement in General Education Area IV.

DECISION ITEM: A-6a

University of South Alabama, Bachelor of Science in Organizational Leadership (CIP 52.0213)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science (BS) in Organizational Leadership.

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

Implementation Date: The proposed program will be implemented in Fall 2023. Based on Commission policy, the proposed program must be implemented by January 13, 2025, 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 2024-25 will be at least 10, based on the proposal.

2. That the annual average number of graduates for the period 2025-26 through 2029-2030 (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 existing BS/BA in Interdisciplinary Studies (CIP 30.0000) maintains viability based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and/or progress into a graduate program.

The University of South Alabama (USA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2030.

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 Organizational Leadership degree is designed to provide flexibility for working professionals who need a four-year degree to advance their careers.

2. The proposed degree offers a disciplinary focus that is more structured than USA's existing BA/BS in Interdisciplinary Studies, which is appealing to employers who offer tuition reimbursement.

3. Only one other institution (University of Alabama in Huntsville) offers a comparable degree within Alabama.

<u>Supporting Documentation:</u>

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of South Alabama proposal, dated December 1, 2022. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
INSTITUTION: University of South Alabama
PROGRAM: Bachelor of Science in Organizational Leadership (CIP 52.0213)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
FACULTY	$93,100	$94,962	$96,861	$98,799	$100,774	$102,790	$104,846	$692,132
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	$25,000	$25,000	$25,000	$0	$0	$0	$0	$75,000
TOTAL	$118,100	$119,962	$121,861	$98,799	$100,774	$102,790	$104,846	$767,132

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
REALLOCATIONS	$29,975	$0	$0	$0	$0	$0	$0	$29,975
EXTRAMURAL	$88,125	$88,125	$88,125	$62,125	$0	$0	$0	$326,500
TUITION + FEES	$0	$107,700	$129,240	$161,550	$204,630	$237,094	$237,094	$1,077,308
TOTAL	$118,100	$195,825	$217,365	$223,675	$204,630	$237,094	$237,094	$1,433,783

ENROLLMENT PROJECTIONS
Note: "New Enrollment Headcount" is defined as unduplicated counts across years

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	7	8	10	14	16	16	11.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	3	4	5	5	6	6	4.8
TOTAL HEADCOUNT	Year 1 - No data reporting required	10	13	17	20	22	22	17.3
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	7	8	10	11	12	14	10.3

DEGREE COMPLETION PROJECTIONS
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	2	7	11	14	8.5

Attachment 2

Summary of Background Information

University of South Alabama
Bachelor of Science in Organizational Leadership

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

Program Description: The proposed BS in Organizational Leadership is designed to prepare students for entry-level leadership roles in a variety of organizations, including in government, non-profit, and for-profit sectors. The program will be delivered in an asynchronous online delivery modality and will offer flexibility for students to apply college credits from prior learning experiences. As compared with USA's existing BA/BS in Interdisciplinary Studies, this program will offer a more focused and clearly articulated degree that seeks to advance leadership skills, which is appealing to regional employers with tuition-reimbursement policies.

Student Learning Outcomes: Upon completion of the program, students will be able to:

1. Apply leadership theory to solve organizational problems and promote organizational performance.

2. Demonstrate management behaviors that promote the performance of individual employees, as well as of the organization as a whole.

3. Apply legal and ethical principles to specific organizational dilemmas and challenges.

4. Apply knowledge of organizational psychology and organizational evaluation procedures to evaluate an organizational development, culture, or performance issue and generate an improvement plan.

5. Evaluate individual employee performance and develop a performance remediation plan.

6. Utilize data to develop a written plan of response to diversity, equity, or inclusion challenges in an organizational context.

7. Demonstrate skill at comprising, managing, and participating in teams.

Administration: The program will be administered by USA's College of Education and Professional Studies, Dr. John E. Kovaleski, Dean; and the Department of Integrative Studies, Dr. Paige Vitulli, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were available for review by the College and University Chief Academic Officers Association (CUCAO). One response was received, with no concerns raised about the proposed program.

Public Review: The program was posted on the Commission website from February 1, 2023 to February 20, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Only the University of Alabama in Huntsville offers a comparable program delivered primarily online: BA/BS in Professional Studies (CIP 30.9999), with concentrations in Organizational Studies or Leadership Strategies and Dynamics. Outside Alabama, offerings in Organizational Leadership are more common, with programs in nearby Georgia at Albany State University, Valdosta State University, and University of West Georgia.

Relationship to Existing Coursework: USA's Department of Integrative Studies currently offers a BA/BS in Interdisciplinary Studies (CIP 30.0000), which also is delivered in an online, asynchronous modality. The proposed Organizational Leadership degree will include some of the core classes from the

Interdisciplinary Studies program, along with coursework in Management and Instructional Systems Design. Given that the Organizational Leadership degree will focus significantly on adult learners as a base of recruitment, enrollments in the existing BA/BS in Interdisciplinary Studies may be affected.

Collaboration: USA has not identified any collaborations at this time but is open to opportunities as they arise or as needs are identified.

Admissions: There is no prior education or work experience required for acceptance into the program.

Mode of Delivery: All coursework for this program will be delivered in an asynchronous online format.

Curriculum: USA plans to develop 5 new courses for the program.

Program Completion Requirements:
Credit hours required in program courses	54
Credit hours in general education or core curriculum	41
Credit hours required in pre-professional courses	N/A
Credit hours in required or free electives	25
Credit hours required in required research	N/A
Total credit hours required for completion	**120**

Work-Based Learning: The BS in Organizational Leadership will require one three-hour course focused on experiential and work-based learning (ORG490 Internship in Organizational Leadership).

Industry Need: The proposed BS in Organizational Leadership is designed to prepare graduates for employment within the following occupations, which are all included on the Statewide In-Demand Occupations List:

1) General and Operations Managers (SOC 11-1021)
2) Management Analysts (SOC 13-1111)
3) Social and Community Service Managers (SOC 11-9151)

Student Demand: Enrollments in the existing online BA/BS in Interdisciplinary Studies provide some guide for the student demand for the proposed program, given that the programs are designed to serve similar populations of working professionals. The BA/BS has a typical enrollment of 200 to 250 students annually, with upwards of 100 graduates per year. USA has noted requests from students, as well as employers with tuition reimbursement policies, for a similarly flexible program that is more structured within organizational leadership.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 2
Part-time: 0

Support Faculty—
Full-time: 1
Part-time: 0

Additional Faculty to be hired:
Primary Faculty—
Full-time: 1
Part-time: 2

Support Faculty—

Full-time: 0
Part-time: 0

USA plans to hire one additional full-time faculty member with a doctoral degree in Organizational Leadership or a closely related field. This new faculty member will serve as core/key faculty in this program and will teach eight classes per year. The institution will also hire two additional part-time faculty with appropriate graduate credentials.

Staff: No dedicated staff will be required for the proposed program.

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

Equipment: No specialized equipment costs will be required for the program.

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

Library: The USA Libraries have adequate holdings to support the proposed BS in Organizational Leadership. This includes an extensive online collection of peer reviewed academic journals; access to more than 6,000 journals from at least four major publishers and many smaller ones; and access to a number of bibliographic databases. The University participates in an interlibrary loan program to further expand the reach of university researchers. Additionally, the Marx Library maintains a collection of more than 15,000 texts (books, journals, etc.) on campus, as well as access to many e-Book collections, and is a participant in the federal document depository library program.

Other: USA anticipates spending $25,000 per year for the first three years on marketing for the program.

Program Budget: The proposal projects that $767,132 in new funds will be required to support the program over the first seven years. Over the same period, the program is expected to generate a total of $1,077,308 through tuition and student fees. This program will receive $326,500 in extramural funds from an anonymous donor, and it will require $29,975 in internal reallocations to support the program in the first year.

Attachment 3

University of South Alabama
Bachelor of Science in Organizational Leadership

Course Number and Title	Number of Credit Hours	* if New Course
General Education Coursework	**41 hours**	
Written Composition (2 courses, 6 hours)	**6**	
EH 101	3	
EH 102	3	
Humanities & Fine Arts (4 courses, 12 hours)	**12**	
CA 110	3	
One course from EH 215, EH 216, EH 225, EH 226, EH 235, EH 236	3	
One course from ARH 100, ARH 103, ARH 123, ARS 101, DRA 110, MUL 101	3	
One course from AFR 101, ARH 100, ARH 103, ARH 123, ARH 203, ARS 101, CLA 110, DRA 110, EH 215, EH 216, EH 225, EH 226, EH 235, EH 236, LG 101, LG 102, LG 111, LG 112, LG 121, LG 122, LG 131, LG 132, LG 141, LG 142, LG 151, LG 152, LG 153, LG 171, LG 172, LG 173, LG 201, LG 202, LG 211, LG 212, LG 213, LG 221, LG 222, LG 231, LG 232, LG 234, LG 241, LG 242, 251, LG 252, LG 271, LG 272, LG 273, LGS 101, LGS 102, LGS 106, LGS 107, LGS 110, LGS 111, LGS 131, LGS 141, LGS 142, LGS 161, LGS 162, LGS 171, LGS 172, LGS 181, LGS 182, LGS 201, LGS 202, LGS 206, LGS 207, LGS 210, LGS 211, LGS 241, LGS 242, LGS 261, LGS 262, LGS 281, LGS 282, MUL 101, PHL 110, PHL 120, PHL 121, PHL 131, PHL 231, PHL 240, REL 100, REL 200, REL 201	3	
Natural Sciences & Mathematics (3 courses & labs, 11 hours)	**11**	
One course from MA 110, MA 112, MA 113, MA 115, MA 120, MA 125, MA 126, MA 227, MA 237, MA 238	3	
Two courses from AN 121 & AN 121L, BLY 101 & BLY 101L or BLY 121 & BLY 121L, BLY 102 & BLY 102L or BLY 122 & BLY 122L, CH 101 & CH 101L, CH 103 & CH 103L, CH 131 & CH 131L, CH 132 & CH 132L, GEO 101 & GEO 101L, GEO 102 & GEO 102L, GY 111 & GY 111L, GY 112 & GY 112L, MAS 134 & MAS 134L, PH 101 & PH 101L, PH 104 & PH 104L, PH 114 & PH 114L, PH 115 & PH 115L, PH 201 & PH 201L, PH 202 & PH 202L	8	
History, Social & Behavioral Sciences (4 courses, 12 hours)	**12**	
One course from HY 101, HY 102, HY 135, HY 136	3	
Three courses from AN 100, AN 101, CA 100, CA 101, CJ 05, ECO 215, ECO 216, GEO 114, GEO 115, HY 101, HY 102, HY 135, HY 136, IS 100, IST 201, NAS 101, PSC 130, PSY 120, PSY 250, SY 109, SY 112	9	
Program Courses	**54 hours**	
ORG 300 Introduction to Organizational Leadership	3	*
IST 310 Global Leadership	3	
IST 420 Community Development and Leadership	3	
MGT 300 Management Theory and Practice	3	
MGT 357 Leadership	3	
MGT 351 Human Resource Management	3	

ORG 350 Organizational Financial Management	3	*
ORG 400 Legal & Ethical Issues in Organizational Leadership	3	*
IST 330 Analytical & Information Literacy - Writing Course	3	
ISD 340 Analysis, Assessment & Evaluation	3	
MGT 341 Organizational Behavior	3	
IST 320 Cultural Competency	3	
IST 495 Professional Leadership & Teamwork	3	
IST 350 Advanced Verbal & Written Communication	3	
ISD 450 Human Performance Technology	3	
ISD 320 Training Interventions	3	
ORG 410 Conflict Resolution & Negotiation in Organizations	3	*
ORG 490 Internship in Organizational Leadership	3	* WBL
General Electives	25 hours	
Total Credit Hours:	120	

WBL indicates that the course includes work-based or experiential learning.

DECISION ITEM: A-6b

University of South Alabama, Master of Science in Cyber Security (CIP 11.1003)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Cyber Security.

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

Implementation Date: The proposed program will be implemented in Fall 2023. Based on Commission policy, the proposed program must be implemented by September 1, 2025, 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 2024-25 will be at least 9, based on the proposal.

2. That the annual average number of graduates for the period 2024-25 through 2029-30 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and/or acceptance into a doctoral program.

University of South Alabama (USA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2030.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The USA School of Computing has been designated a National Center of Academic Excellence in Cyber Defense (CAE-CD) since 2011 but currently does not offer a full degree program in cyber security.

2. This program will be an additional pathway into USA's PhD in Computing and serves the needs of the University's National Science Foundation Scholarship for Service program by providing a research-intensive cyber security program.

3. The proposed program addresses workforce needs within USA's service area for workers with skills and competencies relating vulnerabilities and countermeasures for cyber-attacks and cyber-terrorism.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of South Alabama proposal, dated December 1, 2022. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
INSTITUTION: University of South Alabama
PROGRAM: Master of Science in Cyber Security (CIP 11.1003)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
FACULTY	$0	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$600,000
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	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$600,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
INTERNAL REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
TUITION	$0	$92,988	$106,272	$106,272	$106,272	$106,272	$106,272	$624,348
TOTAL	$0	$92,988	$106,272	$106,272	$106,272	$106,272	$106,272	$624,348

ENROLLMENT PROJECTIONS
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	10	11	11	11	11	11	10.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	1	2	2	2	2	2	1.8
TOTAL HEADCOUNT	Year 1 - No data reporting required	11	13	13	13	13	13	12.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	7	8	9	10	10	10	9

DEGREE COMPLETION PROJECTIONS
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	5	6	7	7	7	7	6.5

Attachment 2

Summary of Background Information

University of South Alabama
Master of Science in Cyber Security

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

Program Description: The proposed MS in Cyber Security is designed to prepare learners with the advanced knowledge and skills needed to analyze, develop, investigate, and defend cyber and cyber-physical systems. The program focuses on three primary areas: the life cycle of security analysis and defense; the design, development, and implementation of security systems; and independent learning through either a thesis or a project. Upon graduation, students will be able to assess cyber and cyber-physical system vulnerabilities and risk; design, develop, monitor, and update security measures and counter-measures to protect cyber and cyber-physical systems; and conduct a forensic investigation of digital media and intrusion events in a cyber or cyber-physical system. Coursework will blend the presentation of theoretical knowledge with applied, hands-on assignments and projects. Elective coursework will allow students to acquire additional knowledge and skills in particular cyber or cyber-physical systems such as SCADA. Graduates of this program will be employed as cyber security professionals in a wide range of industries, including information technology, communication services providers, defense contractors, healthcare, and financial institutions.

Student Learning Outcomes: Learning outcomes of the MS in Cyber Security include the following abilities:

1. Demonstrate proficiency in identifying, assessing, and defending against cyber threats.
2. Develop a cyber security project plan.
3. Demonstrate the skills needed to manage cyber security risks for operating system, data, network, and cloud-based systems in a cyber-physical environment.
4. Demonstrate proficiency in developing sound cyber security policies.
5. Formulate a significant research question and demonstrate the ability to carry out a research plan (thesis option); apply skills and knowledge acquired in program to develop a novel security solution (project option); demonstrate mastery of specialized skills and knowledge (course option).

Administration: The program will be administered by the School of Computing, Dr. Harold Pardue, Dean; and the Department of Information Systems and Technology, Dr. Angela Clark, 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). Six institutions submitted responses to the proposed program, with several noting that the program will help address industry demand.

Public Review: The program was posted on the Commission website from February 1, 2023 to February 20, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer related MS programs:

- Athens State University, MS in Cyber Security (CIP 11.1003)

- Auburn University, MSCybE in Cyber Security Engineering (CIP 11.1003)

- Auburn University at Montgomery, MS in Computer Information Systems and Cyber Security (CIP 11.1003)

- University of Alabama at Birmingham, MS in Cyber Security (CIP 11.1003)

- University of Alabama in Huntsville, MS in Cyber Security (CIP 11.1003)

The addition of another program may be justified because the proposed program specifically targets the needs of USA's regional industry partners along the MAST corridor (McIntosh, Axis, Saraland, and Theodore). Accordingly, there is unmet student demand and employment needs in the service area.

Relationship to Existing Coursework: USA's School of Computing has been designated a National Center of Academic Excellence in Cyber Defense (CAE-CD) since 2011. Up to this point, USA has offered cyber security coursework embedded within its MS in Computer and Information Sciences (CIP 11.0101). As a standalone program in cyber security, it serves the needs of USA's National Science Foundation Scholarship for Service program by providing a research-intensive cyber security program. The proposed program is also part of an overhaul of graduate offerings within USA's School of Computing. In addition to this new program, USA is proposing to modify its existing MS in Computer and Information Sciences (CIP 11.0101) to create two standalone programs: MS in Information Systems (CIP 11.0401) and MS in Computer Science (CIP 11.0701). If all are approved, USA's School of Computing will offer three master's programs, and this program will provide an additional feeder pathway into USA's PhD in Computing (CIP 11.0101).

Collaboration: USA does not plan to collaborate with other institutions at this time but will consider future opportunities. Within USA, the program will have ties to the Center for Forensics, Information Technology, and Security (USACFITS) and the Digital Forensics Information Intelligence Site for the Center for Advanced Research in Forensic Science (CARFS).

Admissions: Applicants must meet Graduate School admissions requirements, including a GRE score, and three letters of reference. Students may transfer a maximum of 12 credit hours from another institution.

Mode of Delivery: This program will be offered 100% in-person.

Curriculum: USA will create nine new courses for this program. Full-time students will be able to complete this program in 4 semesters. Part-time students can complete this program in up to 6 semesters. The proposed program can accommodate students without a computing background. As part of the degree plan, the institution has identified a small set of bridge courses that students without a computing-related undergraduate degree will complete before beginning the MS in Cyber Security.

Program Completion Requirements:

Credit hours required in program core courses	12
Credit hours in computing general courses	12
Credit hours required in support courses	0
Credit hours in program electives	6
Credit hours in required research/capstone	6 for thesis/capstone
Total credit hours required for completion	**30-36**

The program will provide students with three options:

1. Thesis: under the direction of a member of the graduate faculty, students will propose and answer a novel question regarding cyber security and defend it to a committee. Students will complete 6 hours of research coursework, for a total of 36 credit hours.

2. Project: under the direction of a member of the graduate faculty, students will develop a novel solution to a cyber security problem and defend it to a committee. Students will complete 6 hours of capstone coursework, for a total of 36 credit hours.

3. Course-Only: students selecting this option will develop additional specialization through elective coursework. Students may complete this option in 30 credit hours.

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

1) Information Security Analysts (SOC 15-1212)
2) Computer Systems Analysts (SOC 15-1211)

Both Information Security Analysts and Computer Systems Analysts appear on the 2022-23 Statewide In-Demand Occupations List. In addition, the US Bureau of Labor Statistics (BLS) projects that jobs in information security will grow by 33% by 2030 due to demand for qualified cyber security professionals in both the public and private sectors. (According to BLS, the average expected growth rate for all occupations between 2020-2030 is only 8%.) There is a growing need for additional training in the areas of information security to combat the rise in cyber security threats to critical infrastructure and to protect from cyberattacks committed against workplaces, schools, and government entities.

Data from the Gray Associates Program Evaluation System (PES) supports data reported in occupational outlook sources such as BLS. The PES data are based on results for USA's 180-mile service area and the entire Alabama market. The employment outlook for cyber security professionals far exceeds growth of other occupations. While many employers will hire applicants with a bachelor's degree, some employers prefer graduate level applicants for positions such as Information Security Analyst. Cyberseek.org shows the number of online job listings for cyber security-related positions from October 2020 through September 2021 to be 8,865 for Alabama alone. The Supply/Demand ratio data reported by Cyber Seek states that there are only 69% of cyber security workers to fill the cyber security jobs that employers demand. USA is also aware of increased hiring needs in Huntsville due to the proximity to Redstone Arsenal, regional center expansion for the FBI in Alabama, as well as expansion of the Department of Homeland Security operations in neighboring Pensacola, Florida.

Student Demand: USA distributed a survey in December 2021 to existing Information Technology students to determine student demand. Approximately two-thirds of those surveyed stated that they intend to pursue a graduate degree. One-third indicated they would attend USA. Fifty-six percent of students surveyed indicated a preference for an MS in Cyber Security over related master's programs.

Resources:

<u>Faculty:</u>
Current Primary Faculty:
Full-time: 6
Part-time: 0
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

USA plans to hire one additional primary faculty member for the program, at a cost of $100,000 annually. Candidates for the full-time faculty position must hold a PhD in Information Technology, Information Systems, Computer Science or a closely related field from an accredited institution. The faculty should have teaching experience and a research record in cyber security, digital forensics, and/or information technology.

<u>Assistantships:</u> Department faculty with external funding will likely fund graduate assistants in this program. However, no assistantships will be specifically assigned to this program.

<u>Equipment:</u> No new equipment will be required for the proposed program.

<u>Facilities:</u> No new facilities will be required for the proposed program.

<u>Library:</u> The USA Libraries have adequate holdings to support the proposed MS in Cyber Security, along with its existing master's specializations in Computer Science and Information Systems and its PhD in Computing (CIP 11.0101). Holdings include an extensive online collection of peer-reviewed academic journals; access to more than 6,000 journals from at least four major publishers and many smaller ones; and access to a number of bibliographic databases. USA participates in an interlibrary loan program to further expand the reach of university researchers. Additionally, the Marx Library maintains a collection of more than 15,000 texts (books, journals, etc.) on campus, as well as access to many e-book collections, and is a participant in the federal document depository library program.

Program Budget: Over the first seven years, the program will require estimated new funds of $600,000 to support the new faculty hire beginning in year two, as enrollment necessitates. The program is expected to generate at least $624,348 through tuition.

Attachment 3

University of South Alabama
Master of Science in Cyber Security

Course Number and Title	Number of Credit Hours	* If New Course
Computing General Courses	**12**	
CIS 530 - Information Assurance & Audit	3	
CYB 570 - Cyber Security Ethics	3	*
Select 2 of the following:	6	
CIS 535 - Digital Forensics Analysis	3	
CIS 540 - Network Security Management	3	
ISC 590 - Cloud Computing	3	
ISC 590 - Python Programming	3	
Program Core Courses	**12**	
CIS 518 - Research Methods	3	
CIS 538 - OS / IA Security	3	
CYB 555 - Data Security	3	*
ISC 565 - Project Management	3	
Program Electives (select 2 courses)	**6**	
CYB 566 - Network Forensics	3	*
CYB 567 - Ethical Hacking	3	*
CYB 568 - Intrusion Analysis & Response	3	*
CYB 569 - SCADA Security	3	*
ISC 553 - IS Website Management	3	
ISC 590 - Special Topics	3	
CYB 590 - Special Topics	3	*
Research/Capstone Courses *(students pursuing the thesis or capstone option will complete 6 credit hours)*	**6**	
CIS 595 - Research Development (required for thesis option)	3	
CIS 599 – Thesis (required for thesis option)	3	
CYB 595 - Project Development (required for project option)	3	*
CYB 599 - Project (required for project option)	3	*
Total Credit Hours	**30-36**	

DECISION ITEM: A-6c

University of South Alabama, Master of Science in Computer and Information Sciences (CIP 11.0101) – Substantive Modification

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed substantive modification to the Master of Science (MS) in Computer and Information Sciences (CIP 11.0101) as a reasonable extension/alteration of an existing program.

Background:

Based on Code of Alabama, 1975, Section 16-5-8 (c) and Alabama Administrative Code, r. 300-2-1-.06, the Commission's "Guidelines for the Review of Extensions and Alterations of Existing Programs" establish the following parameters for "reasonable" extensions and alternations to existing courses of study:

> "A reasonable extension or alteration of a unit or program of instruction is defined as a modification of an existing unit or program of instruction that does not change its essential character, integrity, or objectives. Such modifications do not create new units or programs of instruction.... There are two types of reasonable extensions or alterations of a unit or program of instruction: 1) Non-Substantive Change which requires notification to Commission by information item; and 2) Substantive Change which requires Commission approval."

University of South Alabama (USA) is proposing to modify its existing MS in Computer and Information Sciences (CIP 11.0101) to create two separate programs: a Master of Science in Computer Science (11.0701) and a Master of Science in Information Systems (11.0401). For many years, USA has offered a graduate degree in Computer and Information Sciences with specializations in Computer Science and Information Systems. As currently constructed, the two specializations only share one required course, CIS 518 Research Methodologies, and as a result are already operating as distinct programs. USA intends to close the master's offering at CIP 11.0101 if the substantive modification is approved.

If the substantive modification is approved, the new MS in Information Systems would move to CIP 11.0401, which more clearly matches the degree program curriculum. The new MS in Computer Sciences would move to CIP 11.0701, which again better describes the curriculum for the specialization. USA notes that the modification will not change the essential character of either specialization and will not require any additional resources to implement. The proposed configuration also better aligns with the administrative structure of USA's School of Computing, in which the programs are operated by two separate departments.

Supporting Documentation:

1. Summary of Proposed Substantive Modifications, attached.

2. Curriculum for the Modified Programs, attached.

3. University of South Alabama, Proposals for Substantive Modification, submitted December 1, 2022. Available upon request.

4. Commission "Guidelines for the Review of Extensions and Alterations of Existing Programs," available at https://www.ache.edu/index.php/policy-guidance/.

5. "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

Summary of Proposed Modification

Master of Science in Computer and Information Sciences
University of South Alabama

Description of Proposed Modification: University of South Alabama (USA) is proposing to modify its existing Master of Science (MS) in Computer and Information Sciences (CIP 11.0101) to create two standalone programs: MS in Information Systems (CIP 11.0401) and MS in Computer Science (CIP 11.0701). The two proposed programs reflect existing specializations within the Computer and Information Sciences degree. As currently constructed, the specializations in Computer Science and Information Systems only share one required course, CIS 518 Research Methodologies, and as a result are already operating as distinct programs. USA notes that the modification will not change the essential character of either specialization and will not require any additional resources to implement.

Student Learning Outcomes: The two programs will have distinct student learning outcomes:

Graduates of the MS in Information Systems (CIP 11.0401) will demonstrate the following abilities:

1) Design and develop database management systems using a database access language through classical and current DBMS models, techniques, and architectures.
2) Demonstrate an ability to create and evaluate a project plan in multiple areas.
3) Design, implement, and evaluate a computing-based solution to meet a given set of system requirements using current software development technologies and techniques.
4) Design, implement, and evaluate human-computer interfaces and the tasks and processes these interfaces enable.

Graduates of the MS in Computer Science (CIP 11.0701) will demonstrate the following abilities:

1) Use scientific inquiry to identify research issues of computing and engage in and carry out effective research.
2) Analyze and evaluate tradeoffs in computer microarchitecture design in relation to performance and cost.
3) Demonstrate the ability to apply empirical and quantitative performance evaluations of algorithms.
4) Design, implement, and evaluate a computing-based solution to meet a given set of requirements.

Administration: Both programs will be administered by the School of Computing, Dr. Harold J. Pardue, Interim Dean. The MS in Information Systems will be located within the Department of Information Systems and Technology, Dr. Angela M. Clark, Chair; and the MS in Computer Science will be located within the Department of Computer Science, Dr. Todd R. Andel, Chair.

Accreditation: There are currently three undergraduate programs in USA's School of Computing that are accredited by the Accreditation Board of Engineering and Technology (ABET) Computing Accreditation Commission: BS in Computer Science, BS in Information Systems, and BS in Information Technology. USA does not intend to seek any specialized accreditation beyond the bachelor's level.

Admissions: Both programs are designed to accommodate applicants who do not have an undergraduate degree in computing. Applicants must meet requirements for graduate admission to USA. A maximum of 12 credit hours can be transferred in from another institution.

Similar Programs: The following institutions also offer related specialized master's programs:

- Auburn University at Montgomery, MS in Computer Science (CIP 11.0701)
- University of Alabama at Birmingham, MS in Data Science (CIP 11.0401)

Several institutions offer more generalized master's programs with concentration areas, similar to USA's existing program configuration.

- Alabama A&M University, MS in Computer Science (CIP 11.0101)
- Athens State University, MS in Computer Science (CIP 11.0101)
- Jacksonville State University, MS in Computer Systems and Software Design (CIP 11.0101)
- Troy University, MS in Computer Science (CIP 11.0101)
- University of Alabama, MS in Computer Science (CIP 11.0101)
- University of Alabama at Birmingham, MS in Computer Science (CIP 11.0101)
- University of Alabama in Huntsville, MS in Computer and Information Sciences (CIP 11.0101)

Relationship to Existing Coursework: USA currently offers all coursework for the proposed modification as specializations within the existing MS in Computer and Information Sciences. Separating the program into two degrees reflects the distinct curriculum offerings within each specialization area. While Computer Science and Information Systems graduate students may take electives in the other specialization, these programs are distinct in their structures and learning outcomes.

Mode of Delivery: Both graduate programs are designed to be taught mostly in-person, with some blended formats. Only one course will be offered fully online.

Curriculum: Each of the programs can be completed by full-time students in four semesters and six+ semesters for part-time students. In order to accommodate students without a computing background, the MS in Information Systems has two bridge courses built in (CIS 501 and 502). For the MS in Computer Sciences, applicants without an undergraduate degree in computing may be asked to complete a set of six courses offered by the Computer Science undergraduate program and two courses offered by the Math Department.

MS in Information Systems (CIP 11.0401) Program Completion Requirements:

Credit hours required in program core	12
Credit hours required in program electives	18
Credit hours required in support courses	0
Credit hours in free electives	0
Total credit hours required for completion	**30**

MS in Computer Science (CIP 11.0701) Program Completion Requirements:

Credit hours required in program core	12
Credit hours in program electives	6
Credit hours required in support courses	0
Credit hours in program option	18
Credit hours in required research	0
Total credit hours required for completion	**36**

Students in the MS in Computer Science program will choose among three program options:

1. Thesis: under the direction of a member of the graduate faculty, students will propose and answer a novel question regarding computer science and defend it to a committee.
2. Project: under the direction of a member of the graduate faculty, students will develop a novel solution to a computer science problem and defend it to a committee.
3. Course-Only: students selecting this option will develop additional specialization through elective coursework.

Work-Based Learning: Students are not required to complete work-based activities, but they are encouraged to engage in internship programs and graduate research to augment their coursework.

Information Systems Faculty:
Current Primary Faculty:
Full-time: 6
Part-time: 0

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

The Department of Information Systems and Technology anticipates hiring one additional full-time faculty member to be hired through an existing faculty line. No new resources will be needed to support the position.

Computer Science Faculty:
Current Primary Faculty:
Full-time: 10
Part-time: 0
Support Faculty—
Full-time: 0
Part-time: 0

Resources: No additional resources are needed to support these programs in their modified forms.

Evidence of Program Performance: Over the past four years, USA's MS in Computer and Information Sciences has exceeded minimum viability requirements of 3.75 graduates per year in each of its specializations. The average number of students enrolled in the Computer Science specialization each year over the past four years is 27, and the average number of students completing the CS specialization each year over the past four years is 8. For the Information Systems specialization, the average number of students enrolled for each of the last four years is 52, and the average number of students completing the specialization each year for the past four years is 17.5.

Distinct Count of Students Enrolled by Major and Year					
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Grand Total
Computer Science	24	28	31	25	108
Information Systems	48	42	50	68	208
Grand Total	72	70	81	93	316

Completions by Major and Year					
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Grand Total
Computer Science	5	8	10	9	32
Information Systems	21	21	23	5	70
Grand Total	26	29	33	14	102

Attachment 2
Curriculum for the Modified Programs

Master of Science in Information Systems (CIP 11.0401)

Course Number and Title	Credit Hours	If New
Program Core Courses	12	
CIS 501 Accelerated Programming and Operating Systems	3	
CIS 502 Database Systems Development	3	
ISC 561 Info Systems Database Management	3	
ISC 565 Info Systems Project and Change Management	3	
Required Courses	18	
ISC 551 Human/Computer Interface Design	3	
ISC 545 Management Information Systems	3	
ISC 559 Applications Design and Implementation	3	
ISC 560 Information Systems Analysis and Design	3	
ISC 567 IS Functional Integration	3	
ISC 568 IS Enterprise Integration	3	
Total Credit Hours:	30	

Master of Science in Computer Science (CIP 11.0701)

Course Number and Title	Credit Hours	If New
Program Core Courses	12	
CSC 520 Computer Architecture	3	
CSC 522 Performance Evaluation of Algorithms	3	
CSC 526 Data Mining	3	
CSC 527 Software Engineering Principles	3	
Required Courses	6	
CIS 518 Research Methodologies	3	
And select one from the following:		
CSC 580 Data Security	3	
CSC 532 Distributed Systems	3	
MA 581 Cryptography 3	3	
Concentration: Thesis	18	
CIS 595 Research Development	3	
CIS 599 Thesis	3	
Elective Course work: 12 semester hours of additional approved electives are required.	12	
Concentration: Project	18	
CSC 595 CS Project Proposal Development	3	
CSC 598 Computer Science Project	3	
Elective Course work: 12 semester hours of additional approved electives are required.	12	
Concentration: Course Only	18	
Elective Course work: 18 semester hours of additional approved electives are required.	18	
Total Credit Hours:	36	

DECISION ITEM: A-6d

University of South Alabama, Doctor of Philosophy in Exercise Science and Performance Nutrition (CIP 26.0908)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Doctor of Philosophy (PhD) in Exercise Science and Performance Nutrition.

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

Implementation Date: The proposed program will be implemented in Fall 2023. Based on Commission policy, the proposed program must be implemented by September 1, 2025, 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 2024-25 will be at least 3.7, based on the proposal.

2. That the annual average number of graduates for the period 2025-26 through 2029-2030 (five-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 the existing MS in Exercise Science and Kinesiology (CIP 26.0908) will maintain viability based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment.

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 would complement the existing MS in Exercise Science and Kinesiology (CIP 26.0908), with minimal additional coursework to be developed.

2. The Department of Health, Kinesiology and Sport houses state-of-the-art research laboratories equipped with a wide-array of equipment for a broad range of projects in the exercise and performance nutrition fields. The addition of doctoral students will increase research productivity and potentially attract sponsored research funding.

3. Exercise Science is a large (top 5 in enrollment at USA) and rapidly growing major both in-state and nationally. The addition of doctoral students would provide undergraduate students with more viewpoints from diverse backgrounds.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of South Alabama proposal, dated December 1, 2022. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
INSTITUTION: University of South Alabama
PROGRAM: Doctor of Philosophy (PhD) in Exercise Science and Performance Nutrition (CIP 26.0908)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	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	$71,000	$257,060	$257,060	$257,060	$257,060	$257,060	$257,060	$1,613,360
OTHER	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL	$71,000	$257,060	$257,060	$257,060	$257,060	$257,060	$257,060	$1,613,360

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
REALLOCATIONS	$0	$37,500	$37,500	$37,500	$37,500	$37,500	$37,500	$225,000
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION + FEES	$171,824	$219,560	$219,560	$219,560	$219,560	$219,560	$219,560	$1,489,184
TOTAL	$171,824	$257,060	$257,060	$257,060	$257,060	$257,060	$257,060	$1,714,184

ENROLLMENT PROJECTIONS
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	9	10	10	10	10	10	9.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	9	10	10	10	10	10	9.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	4	4	3	3	3	3.7

DEGREE COMPLETION PROJECTIONS
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	3	4	3	3	3	2.7

Attachment 2

Summary of Background Information

University of South Alabama
Doctor of Philosophy (PhD) in Exercise Science and Performance Nutrition

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

Program Description: The Doctor of Philosophy in Exercise Science and Performance Nutrition program is an advanced degree designed to provide students with the knowledge and skills necessary to conduct independent research in the field. Graduates will be prepared for successful academic careers at colleges and universities or for non-academic research and/or leadership positions in related fields, such as exercise physiology and clinical research. The program includes a focus on nutrition as a key contributor to health and human performance, along with exercise.

Student Learning Outcomes: Upon completion of the program, students will be able to:

1. Demonstrate broad-based knowledge in the field of Exercise Science and Performance Nutrition.

2. Identify knowledge gaps within the field of Exercise Science and Performance Nutrition and be able to design research investigations to address those gaps.

3. Gain an in-depth understanding of how nutrition and exercise impact human performance, health, and disease; and to design and implement safe and effective programs and provide guidance to individuals and groups who are healthy, active, and highly competitive or are seeking to develop or rebuild an active, healthy lifestyle.

4. Demonstrate proficiency in advanced laboratory skills related to assessments of exercise performance, health, metabolism, and body composition.

5. Work collaboratively to implement research interventions in Exercise Science and Performance Nutrition.

6. Demonstrate the ability to effectively communicate the results of their scholarship in both written and oral format.

7. Demonstrate effective presentation and teaching skills applicable to the successful delivery of university-level laboratory and lecture course instruction in content-related areas.

Administration: The program will be administered by the College of Education and Professional Studies, Dr. John E. Kovaleski, Dean; and the Department of Health, Kinesiology, and Sport, Dr. Neil A. Schwartz, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were available for review by the Alabama Council of Graduate Deans (ACGD). Six responses were received, with four raising no objection to the proposed program. One noted potential duplication, and another highlighted the need for more information around regulation in the field of nutrition. This concern has been addressed below.

Public Review: The program was posted on the Commission website from February 1, 2023 to February 20, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Three other Alabama public institutions offer related PhD programs:

- Auburn University, PhD in Exercise Physiology and Kinesiology (CIP 26.0908)

- University of Alabama, PhD in Kinesiology (CIP 31.0505)

- University of North Alabama, PhD in Exercise Science and Health Promotion (CIP 31.0505)

In addition, three institutions offer research-focused degrees in the field of nutrition:

- Auburn University, PhD in Nutrition (CIP 30.1901)

- University of Alabama, PhD in Human Nutrition (CIP 19.0504)

- University of Alabama at Birmingham, PhD in Nutrition Sciences (CIP 30.1901)

Relationship to Existing Coursework: The Department of Health, Kinesiology, and Sport currently offers a BS in Exercise Science and Kinesiology (CIP 26.0908) and a MS in Exercise Science and Kinesiology (CIP 26.0908), with tracks in Exercise Science and Health Promotion. The proposed PhD would extend these offerings to the doctoral level. Given that some coursework in the proposed program is shared with the MS in Exercise Science and Kinesiology, it is possible that the enrollments for that program may be impacted.

Collaboration: There are no plans to collaborate with other institutions at this time. The proposal notes that USA's College of Allied Health Professions offers a Master of Science in Biomedical Sciences (CIP 26.0102), Master of Science in Occupational Therapy (CIP 51.2306), and a Doctorate of Physical Therapy (CIP 51.2308), which are indirectly related to the proposed PhD program and may offer opportunities for synergy.

Admissions: A bachelor's degree from an accredited institution will be required for admission to the program, although the ideal candidate will have a master's degree and previous research experience (i.e., thesis). Students may apply up to 18 credit hours of previously completed graduate-level coursework to satisfy support courses and/or electives. Core courses and dissertation may not be substituted. In order for the prior coursework to be applied, the following criteria must be met: a grade of B or higher in the course; and approval by the doctoral program director, department chair, and the student's primary doctoral-mentor (usually the dissertation committee chair).

Mode of Delivery: The proposed PhD will be offered primarily in-person, with some elective courses offered online (less than 20% depending on those selected).

Curriculum: Full-time students will be able to complete the degree in 9-12 semesters, while the program duration for part-time students will vary based on number of credit hours taken per semester.

Program Completion Requirements:	
Credit hours required in program courses	15
Credit hours in general education core	0
Credit hours required in support courses	12
Credit hours in program electives	18
Credit hours in required research	15
Total credit hours required for completion	**60**

Coursework specific to the doctoral program includes the following: KIN 601: Biomechanical Foundations of Human Movement; KIN 603: Advanced Measurement and Evaluation in HKS; KIN 681: Current Topics in Exercise Science and Performance Nutrition; KIN 540: Cardiovascular Responses and Adaptations to Exercise; KIN 694: Directed Study and Research; and KIN 799: Dissertation. Only two new courses will be required to deliver the program (KIN 799: Dissertation and KIN 681: Current Topics in Exercise Science and Performance Nutrition). The other courses already exist, but they are not currently offered. Upon approval of the PhD program, these courses will be offered exclusively to doctoral-level students.

Work-Based Learning: The proposed PhD in Exercise Science and Performance Nutrition will require students to gain advanced laboratory skills and perform assessments of exercise performance, health, metabolism, and body composition.

Specialized Accreditation: There are no specialized accreditation agencies that apply to this program at this time.

Professional Certification/Licensure: The proposed PhD is not designed to lead to professional licensure to practice as a Nutritionist or Dietician, but it is intended to prepare individuals for research.

Industry Need: The proposed PhD in Exercise Science and Performance Nutrition will allow graduates to pursue a number of career pathways within academic, private, and government entities, including the following:

1. Recreation and Fitness Studies Teachers, Postsecondary (SOC 25-1193)

2. Exercise Physiologists (SOC 29-1128)

3. Clinical Research Coordinators (SOC 11-9121)

Enrollments in Exercise Science programs nationwide have drastically increased (445% increase in degrees awarded from 2002-2003 to 2016-2017). USA has seen similar and continued growth in their program in which Exercise Science currently ranks in the top 5 in undergraduate enrollment. On a state and national level, the continued growth of Exercise Science and healthcare-related professions has created a growing demand for faculty members in academic programs.

Student Demand: USA reports that previous graduate students have expressed interest in pursuing a PhD within the program if it were offered, and other students have chosen institutions where both MS and PhD programs are offered. In addition, the institution conducted a survey to gauge student interest in an Exercise Science and Performance Nutrition PhD program. When asked to rate their level of interest in pursuing a PhD in fields related to Exercise Science and Performance Nutrition, 50% of respondents said they were "very interested," and 38% reported they were "mildly interested." The results represent a large number of respondents interested in this type of program. Lastly, data from Gray Associates, a strategy consulting firm focused on higher education, indicate strong demand for graduate training in Exercise Physiology and Kinesiology (CIP 26.0908) within the Alabama market and throughout the Southeast region.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 5
Part-time: 0

Support Faculty—
Full-time: 3
Part-time: 0

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

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

USA has five primary faculty members for this program, with three additional faculty serving in a supporting role for the program. USA does not have plans to hire any additional faculty, as all courses for the proposed program will be taught by existing faculty.

Staff: No dedicated staff will be required for the proposed program.

Assistantships: USA intends to offer up to ten assistantships for the proposed program at an annual cost of $257,060 by Year 2.

Equipment: No specialized equipment costs will be required for the program.

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

Library: The University of South Alabama maintains an extensive online collection of peer-reviewed academic journals from publishers including Lippincott Williams & Wilkins Inc., Elsevier, Springer, Wiley, and others. In total, between the Biomedical Library and the main campus Marx Library, the University has access to more than 6,000 journals from at least four major publishers and many smaller ones. The University Libraries also provide access to a number of bibliographic databases, including SPORT Discus, Science Direct, Medline, and Web of Science, among others. The University participates in an interlibrary loan program to further expand the reach of university researchers. Additionally, the Marx Library maintains a collection of more than 15,000 texts (books, journals, etc.) relevant to exercise, physiology, biology, biochemistry, nutrition, diet, sport, and metabolism on campus, as well as access to many e-Book collections, and it is a participant in the federal document depository library program.

Program Budget: The proposal projects that $1,613,360 in new funds will be required to support the program over the first seven years. Over the same period, the program is expected to generate a total of $1,489,184 through tuition and student fees, and it will require $225,000 in internal reallocations. The program will not be self-sustaining as configured without additional enrollments or a reduction in the number of assistantships offered.

Attachment 3

University of South Alabama
Doctor of Philosophy (PhD) in Exercise Science and Performance Nutrition

Course Number and Title	Number of Credit Hours	* If New Course
Core Courses	**15**	
KIN 601 Biomechanical Foundations of Human Movement	3	
KIN 603 Advanced Measurement and Evaluation in HKS	3	
KIN 681 Current Topics in Exercise Science and Performance Nutrition	3	*
KIN 540 Cardiovascular Responses and Adaptations to Exercise	3	
KIN 694 Directed Study and Research	3	
Support Courses	**12**	
KIN 505 Research Methods in HKS	3	
IDE 620 Quantitative Methods I or STA 540 - Stats in Research I	3	
IDE 621 Quantitative Methods II or STA 545 - Stats in Research II	3	
KIN 699 Research Project	3	
Electives (select six courses from the following)	**18**	
KIN516 Exercise Physiology	3	
KIN521 Motor Learning	3	
KIN562 Biochemical and Molecular Aspects of Exercise and Nutrition	3	
KIN563 Nutrition	3	
KIN 571 Exercise Management of Chronic Disease and Disabilities	3	
KIN 572 Neuromuscular and Biomechanical Principles in Exercise	3	
KIN 574 Sport and Fitness Conditioning	3	
KIN 579 Fitness Assessment and Exercise Prescription	3	
KIN 583 Stress Testing and Exercise Prescription	3	
KIN 590 Special Topics	3	
Research	**15**	
KIN 799 Dissertation	15	*
Total Credit Hours:	**60**	

DECISION ITEM: A-7

Ingram State Technical College, Certificate in Industrial Maintenance Technology (CIP 47.0303)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Certificate (CER) in Industrial Maintenance Technology.

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

Implementation Date: The proposed program will be implemented Summer 2023. Based on Commission policy, the proposed program must be implemented by June 1, 2025, 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 2024-25 will be at least 9.5, based on the proposal.

2. That the annual average number of graduates for the period 2024-25 through 2029-30 (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 an associate or baccalaureate program.

Ingram State Technical College (ING) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2030.

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 proposal combines the content of three existing stackable short-term certificates with 12 hours of mathematics, computer basics and communications (speech and English) into a more comprehensive program of study that better reflects the range of skills needed for success in industrial maintenance.

2. The program is designed to prepare graduates for employment as Industrial Machinery Mechanics, Millwrights, and Maintenance and Repair Workers, which appear on the Statewide In-Demand Jobs List.

3. This program reflects efforts by ING to change public perception of the skill level which incarcerated students can attain. Students who are successful in this program will serve as examples to other justice-involved individuals that they can successfully pursue careers in high-wage/ high-demand occupations with opportunities for advancement.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Ingram State Technical College proposal, dated December 5, 2022, with additional 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: Ingram State Technical College							
PROGRAM: Certificate in Industrial Maintenance Technology (CIP 47.0303)							

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	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	$5,000	$0	$5,000	$0	$5,000	$0	$15,000
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	$5,000	$0	$5,000	$0	$5,000	$0	$15,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
INTERNAL REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$5,000	$0	$5,000	$0	$5,000	$0	$15,000
TUITION	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL	$0	$5,000	$0	$5,000	$0	$5,000	$0	$15,000

ENROLLMENT PROJECTIONS							
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	16	16	17	17	18	18	17
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	16	16	17	17	18	18	17
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	8	8	10	10	10	11	9.5

DEGREE COMPLETION PROJECTIONS							
Note: Do not count Lead 0's and Lead 0 years in computing the degree completions projections average.							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	6	6	8	8	8	9	7.5

Attachment 2
Summary of Background Information

Ingram State Technical College
Certificate in Industrial Maintenance Technology (CIP 47.0303)

Program Description/Objectives: The proposed Certificate in Industrial Maintenance Technology is designed to prepare students for entry-level jobs with opportunities for career advancement in the field of industrial maintenance. Program content will include courses in systems identification, preventative maintenance, and troubleshooting and repair. It will include the three existing stackable short-term certificates: Basic Industrial Mechanics, Millwright Helper, and Plant Helper, so that students who are transferred or released by the Alabama Department of Corrections before completing their entire program of study will exit with a credential that will aid in their employment search.

Role: The proposed program is within the instructional role for Ingram State Technical College (ING).

Mode of Delivery: The program will be delivered 100% in-person through a combination of classroom lectures, lab assignments and simulated work-based learning experiences.

Work-Based Learning: Due to security constraints established by the Alabama Department of Corrections, Ingram students are not able to participate in work-based learning activities. ING intends to develop work-based learning scenarios and to design, equip and maintain lab spaces in a manner that reflects the workplace and provides experiences that simulate workplace cultures.

Similar Programs: Currently, Bevill State Community College (BEV), Gadsden State Community College (GAD), and Trenholm State Technical College (TRE) offer a Certificate in Industrial Maintenance Technology at the same CIP (47.0303). While other colleges within the ACCS offer similar programs of study, Ingram State is the designated sole provider of career technical education to the state's incarcerated population. Security constraints regarding distance learning, off-campus travel and visitors to Ingram instructional sites severely limit opportunities for collaboration. No collaboration is anticipated at this time.

Relationship to Existing Offerings: ING currently offers three stackable short-term certificates in Industrial Systems Technology (CIP 43.0303). The courses which comprise these stackable short-term certificates will be incorporated into the full certificate program.

Professional Licensure/Certification: Graduates of the program will earn the OSHA 10 Certificate (10 hours of OSHA-authorized training on critical workplace safety topics), NCCER CORE Certificate (the primary training course for credentialed construction workers), and an ISTC (Industrial Safety Training Council) Certificate for Forklift Operations and Safety.

Public Review: The program was posted on the Commission website from February 1, 2023 to February 20, 2023 (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 occupations, all of which appear on the 2022-2023 Alabama Demand Occupations List:

1. Industrial Machinery Mechanics (SOC 49-9041)
2. Millwrights (SOC 49-9044)
3. Maintenance and Repair Workers, General (SOC 49-9071)

The US Bureau of Labor Statistics reports that Alabama has the highest concentration (location quotient) of industrial maintenance jobs in the nation. Three cities in Alabama (Decatur, Muscle Shoals, and Tuscaloosa) rank among the top ten in the nation in concentration of industrial maintenance jobs.

The Alabama Department of Labor has listed Industrial Machinery Mechanics among its "High Demand Occupations" since 2014. A 2019-2022 Lightcast Q4 data report lists "Installation, Maintenance and Repair" occupations among Alabama's largest and highest paying occupations.

No additional technical training would be required for entry-level employment in the occupations selected. Job placement personnel work with graduates following their release from incarceration, helping to identify career opportunities in-field and working to match graduates with employers. Follow-up with both graduates and employers continues for up to one calendar year following placement.

Program Resources and Budget: The proposal projects that $15,000 in new funds will be required to support the proposed program over the first seven years. No new equipment will be required at the outset; however, ING will invest additional resources in the program in years 2, 4 and 6 to ensure that students have access to the most up-to-date resources. Extramural funds in the amount of $15,000 will come from ACCS workforce and special populations competitive grants and will offset the amount projected for equipment/resources.

The program will include one existing full-time career technical instructor who will have no additional workload as this proposal does not include any additional trade-specific courses. Ingram State Technical College offers career technical programs exclusively. The College employs sufficient full-time faculty to deliver those general education courses required for the full (long) certificate option in those career technical programs.

Attachment 3

Ingram State Technical College
Certificate in Industrial Maintenance Technology (CIP 47.0303)

Course Number and Title	Number of Credit Hours	*If New Course
GENERAL EDUCATION	24	
INT134 Principles of Industrial Maintenance Welding	3	
INT161 Blueprint Reading for Industrial Technicians	3	
INT184 Introduction to PLCs	3	
INT253 Industrial Robotics	3	
DPT100 Introductory Computer Skills	3	
ENG100 Vocational Technical English	3	
MAT100 Introductory Mathematics	3	
SPC103 Oral Communications Skills	3	
Stackable Short-Term Certificate – Basic Industrial Mechanics	12	
INT100 Math for Industrial Technicians	3	
INT103 AC Fundamentals	3	
INT106 Elements of Industrial Mechanics	3	
INT112 Industrial Maintenance Safety Procedures	3	
Stackable Short-Term Certificate – Millwright Helper	12	
INT101 DC Fundamentals	3	
INT109 Components of Material Handling	3	
INT113 Industrial Motor Controls 1	3	
INT117 Principles of Industrial Mechanics	3	
Stackable Short-Term Certificate – Plant Helper	12	
INT105 Introduction to Process Technology	3	
INT118 Fundamentals of Industrial Pneumatics/Hydraulics	3	
INT121 Industrial Hydraulics Troubleshooting	3	
INT127 Principles of Industrial Pump & Piping Systems	3	
Total Credit Hours	60	

DECISION ITEM: A-8a

Request to Amend Post-Implementation Conditions: Lawson State Community College, Associate of Applied Science in Diagnostic Medical Sonography (CIP 51.0910)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve Lawson State Community College's request to amend the post-implementation conditions for its AAS in Diagnostic Medical Sonography (CIP 51.0910) to allow a two-year extension for the program to meet the required number of graduates.

Background:

Lawson State Community College (LAW) received Commission approval to offer the AAS in Diagnostic Medical Sonography on March 10, 2017. The program was implemented a year late in August 2018. A post-implementation report was submitted to ACHE indicating that program has not yet met the required minimum number of graduates. The Code of Alabama 16-5-8(a)(2) sets the minimum viability requirements for associate programs at 7.5 graduates per year on average.

LAW has requested an extension of the post-implementation period for two years (AY 2022-23 and AY 2023-24) to produce enough graduates to meet the viability standard for baccalaureate programs. ACHE staff is recommending approval of the request based on the following rationale:

1. The program has demonstrated stable enrollment numbers throughout its first four years of implementation.

2. LAW has indicated that there are enough students in the program on track to graduate within the next two academic years to meet the viability requirement for graduates.

3. COVID interruptions delayed students from reaching graduation on time.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.

2. Unpublished post-implementation report submitted September, 2022, and subsequent correspondence with Lawson State Community College. Available upon request.

3. "Guidelines for Consideration of Post Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

Lawson State Community College
Associate of Applied Science in Diagnostic Medical Sonography (CIP 51.0910)
DID NOT MEET POST-IMPLEMENTATION CONDITIONS – Extension Requested

Approved by Commission: March 10, 2017

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2018

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2018-19, will be at least 10, based on the proposal.

2. That the annual average number of graduates for the period 2019-20 through 2021-22 (three-year average) will be at least 8, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

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.

AAS in Diagnostic Medical Sonography (CIP 51.0910)	Average New Enrollment Headcount 2018-19 through 2021-22	Average Number of Graduates, 2019-20 through 2021-22	Percentage of Graduates Employed in the Field
Required	10 (25% reduction = 7.5)	8 (7.5 required)	75%
Reported	9	4.3	100%
	Met	Not Met	Met

Condition 1: The enrollment condition was met, after allowing for a 25% reduction from the original condition.

Condition 2: The graduate condition was not met, even when reduced to the minimum viability standard for the associate degree.

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

Condition 4: Assessment condition met.

DECISION ITEM: A-8b	<u>Request to Amend Post-Implementation Conditions: University of Alabama, Master of Arts in Religion in Culture (CIP 38.0201)</u>

Staff Presenter: Mrs. Kristan White
                                         Academic Program Analyst

Staff Recommendation: That the Commission approve the University of Alabama's request to amend the post-implementation conditions for its MA in Religion in Culture (CIP 38.0201) as follows:

1. That the number of required new enrollments be reduced from the original condition of 8 to the current performance level of 5 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 Alabama (UA) received Commission approval to offer the MA in Religion in Culture on December 9, 2016. The program was implemented as planned in August 2017. The required post-implementation report was submitted to ACHE indicating that program did not reach its projection of 8 new enrollments per year on average. The program, however, exceeded the condition for annual graduates, producing an average of 4.25 graduates per year over the previous four years. The Code of Alabama 16-5-8(a)(2) sets the minimum viability requirements for master's programs at 3.75 graduates per year on average.

UA has requested that the original post-implementation condition for new enrollments be modified to reflect the actual enrollment achieved over the first five years and that the MA in Religion in Culture 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 exceeding the required minimum number of graduates per year each year since it began to produce graduates.

2. Average new enrollments have exceeded the required minimum number of graduates, 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 submitted September, 2022 and subsequent correspondence with the University of Alabama. Available upon request.

3. "Guidelines for Consideration of Post Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

University of Alabama
Master of Arts in Religion in Culture (CIP 38.0201)
DID NOT MEET POST-IMPLEMENTATION CONDITIONS – Modification Requested

Approved by Commission: December 9, 2016

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2017-18, will be at least 8 (five-year average) based on the proposal.

2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 5, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

MA in Religion in Culture (CIP 38.0201)	Average New Enrollment Headcount 2017-18 through 2021-22	Average Number of Graduates, 2018-19 through 2021-22	Percentage of Graduates Employed in the Field
Required	8 (25% reduction = 6)	5 (3.75 required)	75%
Reported	5	4.25	100%
	Not Met	Met	Met

Condition 1: The enrollment condition was not met, even allowing for the 25% reduction from the original condition. UA is requesting a modification to the post-implementation condition for enrollment to be equal to the reported number over the post-implementation period.

Condition 2: The graduate condition was met when reduced to the minimum viability standard for the master's degree, which is now the norm for assessing this condition.

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

Condition 4: Assessment condition met.

DECISION ITEM: A-8c

Request to Amend Post-Implementation Conditions: University of Alabama, Doctor of Philosophy in Geography (CIP 45.0701)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the University of Alabama's request to amend the post-implementation conditions for its PhD in Geography (CIP 45.0701) to allow a two-year extension for the program to meet the required number of graduates.

Background:

Then University of Alabama (UA) received Commission approval to offer the PhD in Geography on December 9, 2016. The program was implemented as planned in August 2017. A post-implementation report was submitted to ACHE indicating that program has not yet met the required minimum number of graduates. The Code of Alabama 16-5-8(a)(2) sets the minimum viability requirements for doctorate programs at 2.25 graduates per year on average.

UA has requested an extension of the post-implementation period for two years (AY 2022-23 and AY 2023-24) to produce enough graduates to meet the viability standard for doctorate programs. ACHE staff is recommending approval of the request based on the following rationale:

1. The program has demonstrated strong enrollment numbers throughout its first five years of implementation, exceeding the number of students needed to build a sustainable program pipeline.

2. UA has indicated that there are enough students in the program on track to graduate within the next two academic years to meet the viability requirement for graduates.

3. COVID interruptions delayed students from reaching graduation on time.

Supporting Documentation:

1. "Summary of Report on Post-Implementation Conditions," attached.

2. Unpublished post-implementation report submitted September, 2022, and subsequent correspondence with the University of Alabama. Available upon request.

3. "Guidelines for Consideration of Post Implementation Reports that Do Not Meet Approved Conditions." Available upon request.

University of Alabama
Doctor of Philosophy in Geography (CIP 45.0701)
DID NOT MEET POST-IMPLEMENTATION CONDITIONS – Extension Requested

Approved by Commission: December 9, 2016

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2017-18, will be at least 5 (five-year average) based on the proposal.

2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 3, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

PhD in Geography (CIP 45.0701)	Average New Enrollment Headcount 2017-18 through 2021-22	Average Number of Graduates, 2018-19 through 2021-22	Percentage of Graduates Employed in the Field
Required	5 (25% reduction = 3.75)	3 (2.25 required)	75%
Reported	4.6	1	100%
	Met	Not Met	Met

Condition 1: The enrollment condition was met after allowing for a 25% reduction from the original condition.

Condition 2: The graduate condition was not met, even when reduced to the minimum viability standard for the doctoral degree.

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

Condition 4: Assessment condition met.

INTENTIONALLY LEFT BLANK

INFORMATION ITEM: B-1

Implementation of Non-Degree Programs at Senior Institutions

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

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 notifications regarding the non-degree programs indicated, with further details in the attached summary:

Athens State University

- Undergraduate Certificate in Adobe Illustrator for Graphic Design and Digital Illustration (CIP 50.0409, Level 1a)

- Undergraduate Certificate in Adobe InDesign for Print and Digital Media Production (CIP 50.0409, Level 1a)

- Undergraduate Certificate in Adobe Photoshop for Visual Design and Photography (50.0409, Level 1a)

Jacksonville State University

- Graduate Certificate in Physical Education – Nutrition Concentration (CIP 31.0501, Level 6)

- Graduate Certificate in Athletic Administration (CIP 31.0504, Level 6)

- Graduate Certificate in Sports Management (CIP 31.0504, Level 6)

- Graduate Certificate in Physical Education –Human Performance Concentration (CIP 31.0505, Level 6)

University of Alabama at Birmingham

- Graduate Certificate in Industry Genetics and Genomics (CIP 26.0806, Level 6)

- Graduate Certificate in LGBTQ Health and Well-Being (CIP 51.2212, Level 6)

- Undergraduate Certificate in LBGTQ Health and Well-Being (CIP 51.2212, Level 1b)

- Undergraduate Certificate in Honors Student Leadership Development Academy (CIP 52.0213, Level 1b)

University of North Alabama

- Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner (CIP 51.3801, Level 8)

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 in Adobe Illustrator for Graphic Design and Digital Illustration (CIP 50.0409, Level 1a)

Offered by the Department of Visual and Performing Arts in the College of Arts and Sciences, the Undergraduate Certificate in Adobe Illustrator for Graphic Design and Digital Illustration will enable students to complete training and pass the Adobe Certified Professional exam in Illustrator. The proposed short-term micro-credential is a combination of required and elective courses offered in the BFA in Art with a concentration in Graphic Design at Athens State University. This micro-credential would include professional software training and project-based learning activities recognized in the graphic design industry. The proposed delivery format is a combination of in-person and online courses. This certificate requires 6 credit hours.

Undergraduate Certificate in Adobe InDesign for Print and Digital Media Production (CIP 50.0409, Level 1a)

Offered by the Department of Visual and Performing Arts in the College of Arts and Sciences, the Undergraduate Certificate in Adobe InDesign for Print and Digital Media Production will enable students to complete training and pass the Adobe Certified Professional exam in InDesign. According to uCertify.com, the salary for entry-level graphic designers with an Adobe certification can increase by 2.6%, and the salary for experienced graphic designers with an Adobe certification can increase by 26.1%. The proposed short-term micro-credential is a combination of required and elective courses offered in the BFA in Art with a concentration in Graphic Design at Athens State University. The proposed delivery format is a combination of in-person and online courses. This certificate requires 6 credit hours.

Undergraduate Certificate in Adobe Photoshop for Visual Design and Photography (CIP 50.0409, Level 1a)

Offered by the Department of Visual and Performing Arts in the College of Arts and Sciences, the Undergraduate Certificate in Adobe Photoshop for Visual Design and Photography offers a foundation for digital art production. Students will be prepared to pass the Adobe Certified Professional exam in Photoshop. The proposed short-term micro-credential is a combination of required and elective courses offered in the BFA in Art with a concentration in Graphic Design at Athens State University. The proposed delivery format is a combination of in-person and online courses. This certificate requires 6 credit hours.

JACKSONVILLE STATE UNIVERSITY (JSU)

Graduate Certificate in Physical Education – Nutrition Concentration (CIP 31.0501, Level 6)

Offered by the Department of Kinesiology within the College of Health Professions and Wellness, the Graduate Certificate in Physical Education- Nutrition Concentration will provide learners with the resources needed to teach individuals how to approach nutrition and healthy eating. This program will also prepare individuals for a career in the fitness industry. Students may enroll in this program as a standalone graduate certificate program, or they may embed the certificate within and count credit toward the MSEd in Physical Education- Nutrition Concentration (CIP 13.1314). This certificate requires 12 credit hours to complete and will be offered fully online.

Graduate Certificate in Athletic Administration (CIP 31.0504, Level 6)

Offered by the Department of Kinesiology within the College of Health Professions and Wellness, the Graduate Certificate in Athletic Administration will prepare those interested in working in athletics administration with knowledge in regulatory compliance, human resources, administration, law, and ethics. Careers that utilize skills learned in the program are sport management, athletic compliance, administration, and numerous athletic agencies. This program is open to anyone with at least an undergraduate degree that includes a minor in Sport Management, Business, or a related field. Students may enroll in this program as a standalone graduate certificate program, or they may embed the certificate within and count credit toward the MS in Sport Management (CIP 31.0504) or MA in Integrated Studies (CIP 24.0101). This certificate requires 12 credit hours to complete and will be offered fully online.

Graduate Certificate in Sport Management (CIP 31.0504, Level 6)

Offered by the Department of Kinesiology within the College of Health Professions and Wellness, the Graduate Certificate in Sports Management will prepare an individual for a career within today's sports industry. Students pursuing this certificate will take coursework in the primary components of sport, including finance, marketing, public relations, and event planning. This program is open to anyone with at least an undergraduate degree that includes a minor in Sport Management, Business, or a related field. Students may enroll in this program as a standalone graduate certificate program, or they may embed the certificate within and count credit toward the MS in Sport Management (CIP 31.0504) or MA in Integrated Studies (CIP 24.0101). This certificate requires 12 credit hours to complete and will be offered fully online.

Graduate Certificate in Physical Education – Human Performance Concentration (CIP 31.0505, Level 6)

Offered by the Department of Kinesiology within the College of Health Professions and Wellness, the Graduate Certificate in Physical Education- Human Performance Concentration will provide educators and fitness professionals with the knowledge and resources needed to educate others on how to approach physical activity, the importance of maintaining physical activity throughout their lifetimes, and the benefits exercise will have on their overall well-being and health. Students pursuing this certificate will take coursework on the primary components of fitness, including exercise and cardiopulmonary physiology, and motor development. This certificate requires 12 credit hours to complete and will be offered fully online.

UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)

Graduate Certificate in Industry Genetics and Genomics (CIP 26.0806, Level 6)

Offered by the Department of Clinical and Diagnostic Sciences within the School of Health Professions, the Graduate Certificate of Industry Genetics and Genomics is designed to provide advanced skills and education that will prepare graduates for employment in genomic industry settings. Advances in the application of genetics and genomic technology in clinical care support a paradigm shift to personalized medicine and have created a need for healthcare providers and genomics industry professionals to integrate genetics and genomic data with medicine. It has also created an educational gap for the current workforce in medical genetics and clinical laboratories for advanced analytical interpretation and applications related to genomics-related topics. This certificate requires 15 credit hours to complete and will be offered fully online.

Graduate Certificate in LGBTQ Health and Well-Being (CIP 51.2212, Level 6)

Offered by the Department of Health Behavior within the School of Public Health, the Graduate Certificate of LGBTQ Health and Wellbeing will prepare master, doctoral, and post-doctoral students with advanced knowledge and skill to understand, address, and advocate for the health and well-being of LGBTQ communities, not only in Birmingham but across the state, region, and country. UAB anticipates that the

certificate program will appeal to graduate students within existing programs who recognize the need to develop knowledge and skills in navigating LGBTQ health and wellness. This certificate requires 15 credit hours to complete and will be offered both in-person and online.

Undergraduate Certificate in LBGTQ Health and Well-Being (CIP 51.2212, Level 1b)

Offered by the Department of Health Behavior within the School of Public Health, the Undergraduate Certificate of LGBTQ Health and Wellbeing will prepare undergraduate students to understand, address, and advocate for the health and well-being of LGBTQ communities, not only in Birmingham but across the state, region, and country. The certificate program courses build on the core curriculum and expand the students' depth of knowledge and skills to effectively lead LGBTQ-related research and practice within and outside of healthcare settings. This certificate requires 15 credit hours to complete and will be offered in-person and online.

Undergraduate Certificate in Honors Student Leadership Development Academy (CIP 52.0213, Level 1b)

Offered by the Honors College, the Undergraduate Certificate in Honors Student Leadership Development Academy is designed to provide honors students with leadership development opportunities. Leadership culture is nurtured and infused through an innovative curriculum to prepare scholars to become leaders and critical thinkers across disciplines. The certificate incorporates experiential learning opportunities within the required 15 credit hours of coursework and will be offered online.

UNIVERSITY OF NORTH ALABAMA (UNA)

Graduate Certificate in Psychiatric Mental Health Nurse Practitioner (CIP 51.3801, Level 8)

Offered by the Graduate Program within the Anderson College of Nursing and Health Professions, the Graduate Certificate of Psychiatric Mental Health Nurse Practitioner will enable a licensed master's-level nurse to complete educational requirements for approval to practice in Alabama as a Certified Registered Nurse Practitioner (CRNP) in the area of Psychiatric Mental Health. Psychiatric Mental Health Nurse Practitioners provide mental health care to individuals across their lifespan and assist in bridging the gap that has resulted from a lack of healthcare providers. Psychiatric Mental Health Nurse Practitioners may practice independently or in collaboration with other healthcare providers. The curriculum will require experiential learning via practicum experience. Students will be required to complete a minimum of 500 direct care practicum hours in the following areas: 200 hours for adults (21-64 years old), 75 hours for children and adolescents (0-20 years old), and 25 hours for older adult (65 years old+). Students completing the post-master's certificate will be eligible to sit for the national board certification examination offered by the American Nurses Credentialing Center. This post-master's certificate requires 23 credit hours above the master's and will be offered both online and face-to-face.

INFORMATION ITEM: B-2

<u>Implementation of New Short Certificate Programs (Less than 30 Semester Hours)</u>

<u>Staff Presenter</u>:

Ms. Lakerri Gill
Credential Registry Specialist

<u>Staff Recommendation</u>:

For information only.

<u>Background</u>:

The Alabama Community College System (ACCS) reports the approval of short-term certificate programs (less than 30 semester hours) at the following two-year colleges in the fields of study listed below.

None

INFORMATION ITEM: B-3

<u>Changes to the Academic Program Inventory</u>

<u>Staff Presenter:</u>

Ms. Lakerri Gill
Credential Registry Specialist

<u>Staff Recommendation:</u>

For information only.

<u>Background:</u>

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.

<u>Supporting Documentation:</u>

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

University of Alabama	~~45.0701~~ 30.4401	Geography, PhD
University of Alabama	~~45.0701~~ 30.4401	Geography, MS
University of Alabama	~~45.0701~~ 30.4401	Geography, BA/BS
University of Alabama	~~45.0701~~ 45.0702	Geographic Information Systems, Post-Bacc
University of Alabama	~~52.1302~~ 30.7102	Business Analytics, MS
University of Alabama at Birmingham	13.1205	~~High School Education, MAEd~~ Secondary Education, MAEd

Two-Year Institutions: NONE

B. Program Inventory Deletions

Institutions may elect to delete program entries/awards from the Commission's Academic Program Inventory. However, institutions understand that these programs/awards cannot be reinstated to the Academic Program Inventory in the future without undergoing the regular process for new program review and approval.

Four-Year Institutions

University of Alabama	51.2208	Rural Community Health, Undergraduate Certificate (Level 4)
Troy University	16.0905	BA in Spanish

Two-Year Institutions: NONE

C. Programs Placed on Inactive Status

Institutions may elect to place programs on inactive status in the Commission's Academic Program Inventory. While a program is on inactive status, no new students may be admitted. If an inactive program has not been reinstated within five years, its status will be changed to deleted.

Four-Year Institutions: NONE

Two-Year Institutions: NONE

INFORMATION ITEM: B-4   Updates to Units of Instruction, Research, Public Service, and Administration

Staff Presenter: Mrs. Kristan White
Academic Program 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 and 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, 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

- University of Alabama, Establishment of the Polymers and Soft Materials (Poly-SM) Research Center as a New Unit of Research

- University of Alabama, Establishment of the James C. Kennemer Center for Innovation and Social Impact Research Center as a New Unit of Public Service

- University of Alabama, Establishment of the Shelby Institute for Policy and Leadership as a New Unit of Public Service

- University of Alabama at Birmingham, Establishment of the Center for Excellence in Developmental Disabilities as a New Unit of Research and Public Service

B. Unit Name Changes

- University of Alabama, Change in the Name of the Department of Geography and Planning to the Department of Geography and the Environment in the College of Arts and Sciences

C. Reorganization of Units

- University of Alabama at Birmingham, Reorganization of the Existing Department of Mechanical Engineering and the Department of Materials Science and Engineering into the Department of Mechanical and Materials Engineering within the School of Engineering

D. Dissolution of Units

- University of Alabama, Discontinuance of the Aging Infrastructure Systems Center of Excellence (AISCE)

INFORMATION ITEM: B-5

Extensions/Alterations to Existing Programs of Instruction

Staff Presenter:

Mrs. 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,
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

Jacksonville State University

1. Addition of a Concentration in Advanced Sociology to the existing BS in Sociology (CIP 45.1101)

2. Addition of a Concentration in Applied Sociology to the existing BS in Sociology (CIP 45.1101)

Troy University

1. Addition of a Concentration in Sports Psychology to the existing MS in Kinesiology (CIP 31.0505)

2. Deletion of Concentrations in International Management, International Finance, and International Data Systems and Analytics from the MBA in Global Business (CIP 52.0201)

University of Alabama

1. Suspension of the Concentration in Software Engineering within the BS in Computer Science (CIP 11.0101)

2. Addition of a Concentration in Advanced Drug Delivery to the existing PhD in Interdisciplinary Studies (CIP 30.0000)

University of Alabama at Birmingham

1. Change in the Name of the Non-Certification Track to the Professional Track within the EdS in Teaching English as a Second Language (CIP 13.1401)

2. Addition of a Concentration in Computational Physics to the existing MS in Physics (CIP 40.0801)

3. Addition of a Concentration in Materials Physics to the existing MS in Physics (CIP 40.0801)

4. Addition of a Concentration in Optics and Photonics to the existing MS in Physics (CIP 40.0801)

5. Addition of a Concentration in Physics Instrumentation to the existing MS in Physics (CIP 40.0801)

6. Change in the Name of the Concentration in Environmental and Occupational Health to the Concentration in Environmental Health within the MPH in Public Health (CIP 51.2201)

University of Alabama in Huntsville

1. Addition of a Concentration in Instructional Leadership to the existing MEd in Differentiated Instruction (CIP 13.1206)

University of North Alabama

1. Deletion of the Concentration in Literature from the existing BA in Spanish (CIP 16.0905)

University of West Alabama

1. Addition of a Concentration in Medical Laboratory Science to the existing BS in Health Sciences (CIP 51.0000)

Alabama Community College System

Northwest-Shoals Community College

1. Addition of an Option in Architectural Design to the existing AAS in Drafting and Design Technology (CIP 15.1301)

2. Addition of an Option in Electrical Design to the existing AAS in Drafting and Design Technology (CIP 15.1301)

3. Addition of an Option in Mechanical Design to the existing AAS in Drafting and Design Technology (CIP 15.1301)

Shelton State Community College

1. Addition of a Certificate (Level 2) in General Business to the existing AAS in Management and Supervision – General Business (CIP 52.0204)

Wallace State Community College - Hanceville

1. Addition of an Option in EMT-Advanced to the existing AAS in Emergency Medical Services (CIP 51.0904)

INFORMATION ITEM: B-6   Implementation of Distance Education Programs

Staff Presenter: Mrs. 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 2023.

University of Alabama at Birmingham

- Education Specialist in Teaching English as a Second Language (TESOL)—all tracks (CIP 13.1401)

University of North Alabama

- Post-Baccalaureate Certificate in Geographic Information Systems (CIP 45.0701)

Supporting Documentation: 1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-1-.10. Available upon request.

2. Written unpublished documentation provided by the institutions. Available upon request.

INFORMATION ITEM: B-7   <u>Summary of Post-Implementation Reports</u>

<u>Staff Presenter:</u>   Mrs. Kristan White
Academic Program Analyst

<u>Staff Recommendation:</u>   For information only.

<u>Background:</u>   Commission policy requires institutions to submit a post-implementation performance report for each approved program following its post-implementation monitoring period. All program approvals include post-implementation conditions around average annual new enrollments, average annual graduates, and program assessment. Certain program approvals include additional conditions related to specialized accreditation, licensure of graduates, further financial oversight, viability of existing programs, or other conditions unique to the proposed program.

During October and November 2022, ACHE staff undertook a comprehensive review of post-implementation reports and requested that outstanding reports be submitted for notification to the Commission in compliance with Commission policy. As a result, the number of post-implementation reports included in this summary is much higher than usual.

The following reports have been received:

Programs Meeting Post-Implementation Conditions

<u>**Two-Year Institutions**</u>

- Bevill State Community College, Associate of Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)

- Drake State Community and Technical College, Associate of Applied Science in Nursing (CIP 51.3801)

- Shelton State Community College, Associate of Applied Science in Child Development (CIP 19.0708)

- Wallace State Community College – Dothan, Associate of Applied Science in Criminal Justice (CIP 43.0107)

<u>**Four-Year Institutions**</u>

- Auburn University, Bachelor of Science in Computer Science (CIP 11.0701)

- Auburn University, Bachelor of Science in Professional Flight (CIP 49.0102)

- Auburn University, Bachelor of Science in Aviation Management (CIP 49.0104)

- Auburn University at Montgomery, Bachelor of Science in Computer Science (CIP 11.0701)

- Auburn University at Montgomery, Master of Healthcare Administration in Healthcare Administration (CIP 51.0701)

- University of Alabama in Huntsville, Bachelor of Fine Arts in Art (CIP 50.0701)

Programs Not Meeting Post-Implementation Conditions

- Lawson State Community College, Associate of Applied Science in Diagnostic Medical Sonography (CIP 51.0910) – Requesting extension

- University of Alabama, Master of Arts in Religion in Culture (CIP 38.0201) – Requesting modification

- University of Alabama, Doctor of Philosophy in Geography (CIP 45.0701) – Requesting extension

Supporting Documentation:

1. "Operational Policy on the Approval, Disapproval, Deferral, and Withdrawal of New Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

2. Unpublished post-implementation reports submitted by the institutions. Available upon request.

3. Summary of Reports on Post-Implementation Conditions, attached.

7a. Summary of Reports on Programs <u>that Met Post-Implementation Conditions</u>

Bevill State Community College
Associate of Applied Science and Certificate in Salon and Spa Management (CIP 12.0412)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 9, 2016

Proposed Implementation Date: Fall 2016

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2018-19, will be at least 16, based on the proposal.

2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 9, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

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.

AAS/CER in Salon and Spa Management (CIP 12.0412)	Average New Enrollment Headcount 2018-19 through 2021-22	Average Number of Graduates, 2018-19 through 2021-22	Percentage of Graduates Employed in the Field
Required	16	9	75%
Reported	37.8	14.2	63%
	Exceeded	Exceeded	Not Met

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education condition was not met, though this condition is now for information only.

Condition 4: Assessment condition met.

Drake State Community and Technical College
Associate of Applied Science in Nursing (CIP 51.3801)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 13, 2013

Proposed Implementation Date: Spring 2014

Actual Implementation Date: Spring 2014

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2015-16, will be at least 23 (four-year average) based on the proposal.

2. That the annual average number of graduates for the period 2015-16 through 2018-19 (four-year average) will be at least 10, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

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.

AAS in Nursing (CIP 51.3801)	Average New Enrollment Headcount 2015-16 through 2018-19	Average Number of Graduates, 2018-19 through 2020-21	Percentage of Graduates Employed in the Field
Required	23	10	75%
Reported	33	15.67	100%
	Exceeded	Exceeded	Met

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.

Shelton State Community College
Associate of Applied Science in Child Development (CIP 19.0708)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: December 7, 2012

Proposed Implementation Date: Fall 2013

Actual Implementation Date: Fall 2013

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 15, based on the proposal.

2. That the annual average number of graduates for the period 2014-15 through 2017-18 (four-year average) will be at least 10, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

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.

AAS in Child Development (CIP 19.0708)	Average New Enrollment Headcount 2014-15 through 2017-18	Average Number of Graduates, 2014-15 through 2017-18	Percentage of Graduates Employed in the Field
Required	15	10 (reduced to minimum viability of 7.5)	75%
Reported	16	9.5	63%
	Met	Met	Not Met

Condition 1: Enrollment condition met.

Condition 2: The graduate condition was met when compared with the minimum viability standard for the associate degree. The average annual number of graduates continues to be above the minimum required for viability since 2018.

Condition 3: Employment or continuing education condition was not met, though this condition is now for information only.

Condition 4: Assessment condition met.

Wallace State Community College - Dothan
Associate of Applied Science in Criminal Justice (CIP 43.0107)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 27, 2008

Proposed Implementation Date: Fall 2008

Actual Implementation Date: Fall 2008

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2008-09, will be at least 9, based on the proposal.

2. That the annual average number of graduates for the period 2009-10 through 2012-13 (four-year average) will be at least 11, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

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.

AAS in Criminal Justice (CIP 43.0107)	Average New Enrollment Headcount 2008-09 through 2012-13	Average Number of Graduates, 2014-15 through 2020-21	Percentage of Graduates Employed in the Field
Required	9	11	75%
Reported	132	28.3	68.75% (2009-10 through 2012-13)
	Exceeded	Exceeded	Not Met

Condition 1: Enrollment condition met.

Condition 2: The graduate condition was met. The average annual number of graduates continues to exceed the minimum required for viability.

Condition 3: Employment or continuing education condition was not met, though this condition is now for information only.

Condition 4: Assessment condition met.

Auburn University
Bachelor of Science in Computer Science (CIP 11.0701)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 9, 2016

Proposed Implementation Date: Spring 2017

Actual Implementation Date: Spring 2017

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 44, based on the proposal (dates modified).

2. That the annual average number of graduates for the period 2019-20 through 2022-23 (four-year average) will be at least 35, based on the proposal (dates modified).

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

BS in Computer Science (CIP 11.0701)	Average New Enrollment Headcount 2017-18 through 2020-21	Average Number of Graduates, 2019-20 through 2022-23	Percentage of Graduates Employed in the Field
Required	44 (25% reduction = 33)	35	75%
Reported	42.5	46.25	42%
	Met	Exceeded	Not Met

Condition 1: The enrollment condition was met after considering the allowable 25% reduction to the requirement.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education condition was not met, though this condition is now for information only.

Condition 4: Assessment condition met.

Auburn University
Bachelor of Science in Professional Flight (CIP 49.0102)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 9, 2017

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 31, based on the proposal (dates modified).

2. That the annual average number of graduates for the period 2018-19 through 2020-21 (four-year average) will be at least 26, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

BS in Professional Flight (CIP 49.0102)	Average New Enrollment Headcount 2017-18 through 2021-22	Average Number of Graduates, 2018-19 through 2021-22	Percentage of Graduates Employed in the Field
Required	31	26 (reduced to minimum viability of 7.5)	75%
Reported	162.4	24.5	79%
	Exceeded	Exceeded	Met

Condition 1: Enrollment condition met.

Condition 2: The graduate condition was met after reducing the requirement to the minimum viability standard for the bachelor's degree, which is now the norm.

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

Condition 4: Assessment condition met.

Auburn University
Bachelor of Science in Aviation Management (CIP 49.0104)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 9, 2017

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2018-19, will be at least 19, based on the proposal (dates modified).

2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 12, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

BS in Aviation Management (CIP 49.0104)	Average New Enrollment Headcount 2018-19 through 2021-22	Average Number of Graduates, 2018-19 through 2021-22	Percentage of Graduates Employed in the Field
Required	19	12	75%
Reported	34.25	46.75	79%
	Exceeded	Exceeded	Met

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

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

Condition 4: Assessment condition met.

Auburn University at Montgomery
Bachelor of Science in Computer Science (CIP 11.0701)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: March 21, 2014

Proposed Implementation Date: Fall 2014

Actual Implementation Date: Fall 2014

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2014-15, will be at least 24, based on the proposal.

2. That the average number of graduates for the academic years 2017-18 through 2018-19, revised from the original condition of 8 graduates, will be at least 7.5, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

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.

BS in Computer Science (CIP 11.0701)	Average New Enrollment Headcount 2014-15 through 2018-19	Average Number of Graduates, 2017-18 through 2020-21	Percentage of Graduates Employed in the Field
Required	24	7.5	75%
Reported	71	8.4	75%
	Exceeded	Met	Met

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

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

Condition 4: Assessment condition met.

Auburn University at Montgomery
Master of Healthcare Administration in Healthcare Administration (CIP 51.0701)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 9, 2016

Proposed Implementation Date: Spring 2017

Actual Implementation Date: Fall 2018

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2017-18, will be at least 8, based on the proposal.

2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 5, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

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.

MHA in Healthcare Administration (CIP 51.0701)	Average New Enrollment Headcount 2017-18 through 2021-22	Average Number of Graduates, 2020-21 through 2021-22	Percentage of Graduates Employed in the Field
Required	8	5 (7.5 required)	75%
Reported	17.6	10.5	82%
	Exceeded	Exceeded	Met

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
Bachelor of Fine Arts in Art (CIP 50.0701)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 10, 2011

Proposed Implementation Date: Fall 2011

Actual Implementation Date: Fall 2017 (Note: the program was implemented significantly later than expected due to accreditation considerations, and post-implementation review reflects actual implementation dates.)

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2011-12, will be at least 8, based on the proposal.

2. That the annual average number of graduates for the period 2012-13 through 2015-16 (four-year average) will be at least 8, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

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.

BFA in Art (CIP 50.0701)	Average New Enrollment Headcount 2017-18 through 2021-22	Average Number of Graduates, 2017-18 through 2021-22	Percentage of Graduates Employed in the Field
Required	8	8	75%
Reported	248.6 total headcount	29.2	62.5%
	Exceeded	Exceeded	Not Met

Condition 1: Enrollment condition met. This number contains total enrollment for both the BFA and BA degrees offered at UAH but represents sustainable new enrollments for both degrees.

Condition 2: The graduate condition was met when considering only graduates from the BFA program.

Condition 3: Employment or continuing education condition was not met, though this condition is now for information only.

Condition 4: Assessment condition met.

7b. Summary of Reports on Programs that Did Not Meet Post-Implementation Conditions

Lawson State Community College
Associate of Applied Science in Diagnostic Medical Sonography (CIP 51.0910)
DID NOT MEET POST-IMPLEMENTATION CONDITIONS – Extension Requested

Approved by Commission: March 10, 2017

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2018

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning 2018-19, will be at least 10, based on the proposal.

2. That the annual average number of graduates for the period 2019-20 through 2021-22 (three-year average) will be at least 8, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

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.

AAS in Diagnostic Medical Sonography (CIP 51.0910)	Average New Enrollment Headcount 2018-19 through 2021-22	Average Number of Graduates, 2019-20 through 2021-22	Percentage of Graduates Employed in the Field
Required	10 (25% reduction = 7.5)	8 (7.5 required)	75%
Reported	9	4.3	100%
	Met	Not Met	Met

Condition 1: The enrollment condition was met, after allowing for a 25% reduction from the original condition.

Condition 2: The graduate condition was not met, even when reduced to the minimum viability standard for the associate degree.

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
Master of Arts in Religion in Culture (CIP 38.0201)
DID NOT MEET POST-IMPLEMENTATION CONDITIONS – Modification Requested

Approved by Commission: December 9, 2016

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2017-18, will be at least 8 (five-year average) based on the proposal.

2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 5, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

MA in Religion in Culture (CIP 38.0201)	Average New Enrollment Headcount 2017-18 through 2021-22	Average Number of Graduates, 2018-19 through 2021-22	Percentage of Graduates Employed in the Field
Required	8 (25% reduction = 6)	5 (3.75 required)	75%
Reported	5	4.25	100%
	Not Met	Met	Met

Condition 1: The enrollment condition was not met, even allowing for the 25% reduction from the original condition. UA is requesting a modification to the post-implementation condition for enrollment to be equal to the reported number over the post-implementation period.

Condition 2: The graduate condition was met when reduced to the minimum viability standard for the master's degree, which is now the norm for assessing this condition.

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
Doctor of Philosophy in Geography (CIP 45.0701)
DID NOT MEET POST-IMPLEMENTATION CONDITIONS – Extension Requested

Approved by Commission: December 9, 2016

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2017-18, will be at least 5 (five-year average) based on the proposal.

2. That the annual average number of graduates for the period 2018-19 through 2021-22 (four-year average) will be at least 3, based on the proposal.

3. That a follow-up survey be conducted after the first five years that will show at least 75 percent of the graduates were successful in acquiring related employment or entering a doctoral program.

4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal.

PhD in Geography (CIP 45.0701)	Average New Enrollment Headcount 2017-18 through 2021-22	Average Number of Graduates, 2018-19 through 2021-22	Percentage of Graduates Employed in the Field
Required	5 (25% reduction = 3.75)	3 (2.25 required)	75%
Reported	4.6	1	100%
	Met	Not Met	Met

Condition 1: The enrollment condition was met after allowing for a 25% reduction from the original condition.

Condition 2: The graduate condition was not met, even when reduced to the minimum viability standard for the doctoral degree.

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

Condition 4: Assessment condition met.