Alabama Commission on Higher Education
RSA Union Building, 100 North Union Street, Room 782
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Office: 334-242-1998
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COMMISSION MEETING

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

June 9, 2023
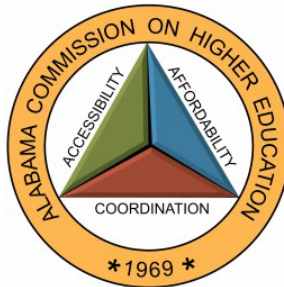10:00 a.m.

Public Zoom Option for Meeting:
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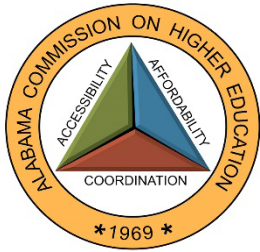
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AGENDA
ALABAMA COMMISSION ON HIGHER EDUCATION
RSA Union Building, 9th Floor
Public Service Commission Hearing Room

June 9, 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 Bouldin
- Appoint Nominating Committee
- Commissioner Pylant Presentation

VI. **Executive Director's Report**
Dr. Jim Purcell
- New Staff- Summer student workers and ACHE fellows
- State Workforce Needs

VII. **Discussion Items**
- Legislative Update
  Staff Presenter: Mrs. Margaret Gunter

VIII. **Decision Items**

A. **Preliminary Approval of Amendments to the Administrative Procedures**

B. **Academic Programs**

C. Information Items

D. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING
March 10, 2023

I. **Call to Order**

The Alabama Commission on Higher Education met in regular session on Friday, March 10, 2023, 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 Price 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, Amy Price, Charles Buntin, Stan Nelson, Larry Turner, Paul Kennedy, Timothy Gyan, Rod Scott, Patricia Ann Forbes-Sirmon, Stan Pylant and Jody Singleton.

III. **Approval of Agenda**

RESOLVED: Commissioner Pylant moved to adopt the published agenda for the March 10, 2023 meeting. Commissioner Price seconded. The agenda was approved.

IV. **Consideration of Minutes of December 9, 2022**

RESOLVED: Commissioner Pylant moved for approval of the December 9, 2022 minutes. Commissioner Forbes-Sirmon seconded. Minutes were approved.

V. **Chairman's Report**

Commissioner Frost welcomed everyone to the meeting. She acknowledged Dr. Killingsworth, President of Jacksonville State University, in attendance at the meeting.

VI. **Executive Director's Report**

Dr. Purcell reported on the following:
- Legislative Updates
- Trends in Higher Education

Dr. Purcell briefly discussed the topic of diversity, equity and inclusion. The Alabama Legislature is considering a bill to prohibit promoting or endorsing, or requiring affirmation of, certain divisive concepts relating to race, sex, or religion at public colleges and universities. A copy of the PowerPoint presentation can be found on the ACHE website at www.ache.edu.

VII. **Discussion Items**

- Employment Outcomes Report

Dr. Jim Hood presented a report that examined the value of public higher education in Alabama by analyzing employment outcomes for graduates, and the results showed how public higher education is contributing to the state's workforce economy. A copy of the PowerPoint presentation can be found on the ACHE website at www.ache.edu.

VIII.   Decision Items

    A. Academic Programs

        1. **Alabama A&M University**
            Doctor of Philosophy in Social Work (CIP 44.0701)

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

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

        2. **Auburn University at Montgomery**
            Doctor of Education in Instructional Systems and Learning Sciences (CIP 13.0607)

            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 Forbes-Sirmon seconded. Motion carried.

        3. **Jacksonville State University**
            a.   Bachelor of Public Health in Public Health (CIP 51.2201)

            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 Buntin seconded. Motion carried.

            b.   Master of Public Health in Public Health (CIP 51.2201)

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

            RESOLVED: Commissioner Scott moved to accept the recommendation for approval. Commissioner Forbes-Sirmon seconded. Motion carried.

        4. **University of Alabama at Birmingham**
            a.   Bachelor of Science in Disability Studies and Rehabilitation Science (CIP 51.2314)

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

            RESOLVED: Commissioner Price moved to accept the recommendation for approval. Commissioner Forbes-Sirmon seconded. Motion carried.

            b.   Education Specialist in School Psychology (CIP 42.2805)

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

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

5. **University of Alabama in Huntsville**
Bachelor of Science in Business Administration in Analytics (CIP 52.1301)

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

RESOLVED: Commissioner Scott moved to accept the recommendation for approval. Commissioner Forbes-Sirmon seconded. Motion carried.

6. **University of South Alabama**
a. Bachelor of Science in Organizational Leadership (CIP 52.0213)

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

RESOLVED: Commissioner Pylant moved to accept the recommendation for approval. Commissioner Forbes-Sirmon seconded. Motion carried.

b. Master of Science in Cyber Security (CIP 11.1003)

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

RESOLVED: Commissioner Forbes-Sirmon moved to accept the recommendation for approval. Commissioner Price seconded. Motion carried.

c. Master of Science in Computer and Information Sciences- Substantive Modification (CIP 11.0101)

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

RESOLVED: Commissioner Turner moved to accept the recommendation for approval of the substantive modification. Commissioner Gyan seconded. Motion carried.

d. Doctor of Philosophy in Exercise Science and Performance Nutrition (CIP 26.0908)

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

RESOLVED: Commissioner Forbes-Sirmon moved to accept the recommendation for approval. Commissioner Gyan seconded. Motion carried.

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

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

RESOLVED: Commissioner Kennedy moved to accept the recommendation for approval. Commissioner Forbes-Sirmon seconded. Motion carried.

8. **Request to Amend Post-Implementation Conditions**

a. Lawson State Community College, Associate of Applied Science in Diagnostic Medical Sonography (CIP 51.0910) – Extension Requested

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

RESOLVED: Commissioner Turner moved to accept the recommendation for the requested extension. Commissioner Price seconded. Motion carried.

b. University of Alabama, Master of Arts in Religion in Culture (CIP 38.0201) - Modification Requested

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

RESOLVED: Commissioner Price moved to accept the recommendation for the requested modification. Commissioner Forbes-Sirmon seconded. Motion carried.

c. University of Alabama, Doctor of Philosophy in Geography (CIP 45.0701) – Extension Requested

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

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

B. Information Items

RESOLVED: Commissioner Forbes-Sirmon moved that the Commission accept Information Items 1 through 7. Commissioner Turner 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. Updates 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

C. Adjournment

The meeting was adjourned at 11:05 a.m. The next meeting of the Commission is scheduled for June 9, 2023.

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

_____
Miranda Frost, Chairman

_____
Notary Public

_____
James E. Purcell, Executive Director

DECISION ITEM: A-1

<u>Amendments to the Administrative Procedures for Academic Program Review, §300-2-1-.03</u>

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

<u>Staff Recommendation:</u>

That the Commission give preliminary approval the proposed amendments to Administrative Procedures for Academic Program Review, §300-2-1-.03 ("Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions").

<u>Background:</u>

The Administrative Procedures for Program Review (Chapter 300-2-1) support the Commission in carrying out its responsibilities for academic program review, as established in *Code of Alabama 1975*, Section 16-5-8 (c):

"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."

Specifically, Administrative Procedures §300-2-1-.03, entitled "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," sets forth the procedures for reviewing proposals for new academic degree programs and applies to public postsecondary institutions in Alabama. Separate review processes are given for each degree level, including review by institutional stakeholder groups. This section of the Administrative Procedures was last updated in 1999.

The proposed amendments to Administrative Procedures §300-2-1-.03 are intended to address the following concerns:

1. Outdated terminology needs to be updated.

2. Definitions of degree levels should be added to improve clarity.

3. Required notification of intent should be eliminated so that proposals can be processed more efficiently.

4. Review processes by institutional stakeholders should allow for more flexibility.

5. A new subsection is needed for review of programs above instructional role, adapting existing guidelines into policy.

In developing these proposed amendments, Commission staff solicited feedback from institutional stakeholders on several occasions, including during open forum webinars held on August 2, 2022 and on May 11, 2023 and during meetings of the Alabama Council of Graduate Deans. Adjustments have been

made based on input received to date.

In addition, the Academic Affairs Committee of the Alabama Commission on Higher Education reviewed the proposed amendments in Special Meetings held on March 11, 2023 and May 24, 2023, and at the latter meeting, the Committee unanimously voted to recommend the proposed changes for consideration by the full Commission.

Should the Commission decide to give preliminary approval at its meeting on June 9, 2023, the amendments may proceed through the full regulatory review process, as managed by the Alabama Legislative Services Agency. Depending on input received through that review process, the Commission may vote to give final approval to any changes at a later meeting.

Supporting Documentation:

1. Text of proposed amendments to Administrative Procedures, §300-2-1-.03, attached.

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

3. "Guidelines for Instructional Role for 2015-2019—New Form," ACHE Policy Document. Available upon request.

Attachment 1

PROPOSED AMENDMENTS TO ALABAMA COMMISSION ON HIGHER EDUCATION

PLANNING AND COORDINATION ADMINISTRATIVE CODE

CHAPTER 300-2-1 PROGRAM REVIEW

300-2-1-.03   Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions

(1)   **Purpose:** The purpose of reviewing new program proposals of public postsecondary institutions is to ensure that such proposals meet the criteria established by the Alabama Commission on Higher Education.

(2)   **Commission Responsibility:** It is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for reviewing and taking action on all new instructional program proposals for Alabama's public postsecondary institutions.

(3)   Scope and Definitions: This section shall apply to academic programs leading toward one of the following degree designations as defined within the Integrated Postsecondary Education Data System (IPEDS):

> **Commented [RM1]:** Scope and definitions added for clarity. Degree definitions adapted from IPEDS glossary:
> https://surveys.nces.ed.gov/ipeds/public/glossary

(a) Level 2, Long certificate (CER): an award granted on completion of a program consisting of at least 30 but no more than 59 semester hours of undergraduate coursework. Typically, CERs consist of technical coursework and are offered by community and technical colleges.

(b) Level 3, Associate degree: an award granted on completion of an educational program that requires at least 60 semester hours of undergraduate coursework or the equivalent, with a general education component consisting of at least 15 semester hours or the equivalent.

(c) Level 5, Baccalaureate degree: an undergraduate award granted on completion of an educational program that requires at least 120 semester hours of undergraduate coursework or the equivalent, with a general education component consisting of at least 30 semester hours or the equivalent.

(d) Level 7, Master's degree: a graduate award granted on completion of an educational program that requires at least 30 semester hours of post-baccalaureate, graduate, or professional coursework.

(e) Level 8, Education Specialist (EdS): Within the field of education, a degree that requires completion of an organized program beyond the master's degree but does not meet the requirements of an academic degree at the doctorate level.

(f) Level 17, Research Doctorate: A Doctor of Philosophy (PhD) or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. ACHE includes Doctor of Education (EdD) in this level.

(g) Level 18, Professional Doctorate: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice.

(h) Level 19, Doctorate Other: A doctor's degree that does not meet the definition of a doctor's degree – research/scholarship or a doctor's degree – professional practice

~~Preparation of Proposals: Program proposals will be prepared by the institutions according to the Commission's Procedures for the Review of New Programs of Instruction adopted in May 1989, as amended.~~

> **Commented [RM2]:** Section combined with below

~~(2)~~(4)   **Preparation and Submission of Proposals:** Program proposals will be prepared by the institutions in keeping with procedures set forth below and with guidelines published by Commission staff. Program proposals may be submitted electronically to the Commission at any time. ~~Two signed copies of the proposal must be submitted to the Commission staff with a transmittal letter signed by the institution's chief executive officer.~~ Receipt of a proposal for review by the Commission does not imply approval of the program.

~~(3)~~(5)   **Procedures for the Evaluation and Review of New Two-Year College Programs of Instruction:** In the case of proposals from community, junior, and technical colleges, evaluation and review of new program proposals will occur in conjunction with the ~~Alabama Department of Postsecondary Education (ADPE)~~ Alabama Community College System (ACCS).

> **Commented [RM3]:** ADPE updated to ACCS throughout.

(a) ~~Review of "Intent to Submit a Program Application (ISPA)": The institution proposing the program will submit an ISPA to ADPE. ADPE will acknowledge receipt of the ISPA and advise the college as to the adequacy of the information. ADPE will send the eligible ISPA to the Commission. The ADPE staff and the Commission staff will conduct joint preliminary review of the ISPA. Following the joint review, ADPE will advise the proposing college that the program is or is not eligible for further consideration.~~

Commented [RM4]: ISPA/NISP submission eliminated throughout.

~~(b)~~ (a) Review of Program Applications: ~~If it is determined that the program is eligible for further consideration, the college may submit a program application (proposal) to ADPE.~~ ~~ADPE~~ ACCS will conduct ~~an independent preliminary~~a review of the program application. This review will determine whether the program is denied, whether additional information is required, or whether the program is eligible for further consideration. ~~ADPE~~If approved, ACCS will send the ~~eligible~~ program application to the Commission staff for review, which shall include consideration of program design, state and regional needs, and stewardship of resources. ~~of need and duplication factors. Following review by the Commission staff, ADPE and the Commission staff will conduct a joint preliminary review of the application.~~ Should additional information or program modifications be deemed necessary, ~~ADPE~~ACCS will provide such for consideration.

~~(c)~~ (b) Completion of Staff Recommendation and Commission Action on the Program: ~~Following the joint preliminary review, ADPE will formally request Commission approval of the program.~~ Completion of the Commission staff recommendation and Commission action on the program will occur within ninety days after receipt of the formal request. Commission staff recommendations will encompass expected program outcomes ~~which~~ that will be assessed in subsequent ~~program~~ post-implementation review. ~~Commission approval of a program is based upon agreement of ADPE and the Alabama State Board of Education to discontinue the program if the expected outcomes are not reached within the established time frame.~~

~~1.~~ (c) Review of Programs Designed to Meet the Needs of Business and Industry: The purpose of these procedures is to expedite the review of new programs designed to meet the immediate needs of business and industry. For such programs, ~~the statement of "Intent to~~

~~Submit a Program Application" (ISPA) is not necessary.~~ ~~T~~the proposing college will submit a program application to ~~ADPE~~ACCS, providing evidence of the immediate need of a specific business or industry which can be met only through the development and implementation of the proposed instructional program. ~~ADPE will acknowledge receipt.~~

~~2.~~

~~3. ADPE will conduct an immediate review of the application. This review will determine whether the program is denied, whether additional information is required, or whether the program is eligible for further consideration.~~

~~4.~~

~~5. ADPE will send the eligible program application to the Commission for review of need and duplication factors.~~

~~6.~~

~~7. Following receipt of the application by the Commission, ADPE staff and the Commission staff will conduct a joint preliminary review of the proposal. Should additional information or program modifications be deemed necessary, ADPE will provide such for consideration.~~

~~8.~~

~~Following the joint preliminary review, ADPE will formally request Commission approval of the program.~~ Completion of the Commission staff recommendation and Commission action on the program will occur within ~~sixty~~ ninety days after receipt of the ~~formal request~~program proposal, unless a longer time frame is recommended for the institution to address deficiencies within the proposal. Commission staff recommendations will encompass expected program outcomes that~~which~~ will be assessed in subsequent ~~program~~post-implementation review.

Commented [RM5]: Time frame adjusted to reflect current practice. Flexibility for extending the review period added in.

(d) Provision for Reconsideration of Programs Disapproved by the Commission: Upon the request of the institution, ~~ADPE~~ ACCS may request a second review of the program six months after the program has been disapproved by the Commission on the basis of substantial additional information bearing on previous concerns and issues. ~~If the Commission disapproves a second time, and ADPE does not agree with the Commission's rationale, ADPE may present the program application to the Alabama State Board of Education. The State Board of Education may then request a second reconsideration by the Commission.~~

(4) (6)   Procedures for the Evaluation and Review of New Baccalaureate Programs of Instruction: The evaluation and review ~~is~~ of new baccalaureate programs shall be conducted with the participation of the University Chief Academic Officers.

~~(a)   Submission and Review of the "Notification of Intent to Submit a Proposal" (NISP):   The institution planning to submit a program proposal will submit a NISP to the Commission at least two months prior to submission of the program proposal. The NISP will also be sent by the institution to each university chief academic officer. Comments on the NISP by the chief academic officers will be sent to the Commission within three weeks of the receipt of the NISP.   Within four weeks of receipt of the NISP, Commission staff and representatives of the proposing institution will meet to discuss institutional comments on the NISP and the program objectives in relation to the needs of the state; to consider any program duplication and explore possible means of collaboration; and to evaluate the centrality of the program to the institution's mission and role.~~

Commented [RM6]: Separate NISP submission eliminated to streamline submission process.

~~(b)~~ (a) Submission and Peer Review of the Program Proposal: The program proposal may be submitted electronically to the Commission at any time ~~beyond two months of the NISP submission~~. In preparation for each Commission meeting, Commission staff will contact the chair of the University Chief Academic Officers to request feedback on baccalaureate proposals from institutional representatives. ~~The proposing institution will send a copy of the proposal to each university chief academic officer. Peer review of the proposal with specific questions and recommendations will be completed within one month of the proposal submission. Representatives of the proposing institution and Commission staff members will meet to review questions and recommendations derived from the peer review and to reach agreement on any necessary proposal changes~~. As appropriate, Commission staff may request responses from the proposing institution to issues raised in the peer review and may recommend changes to improve the proposal.

(b) Review of the Program by Commission Staff: Commission staff will consider the following factors in its review, along with other factors as appropriate:

1. The objectives of the proposed program in

relation to student demand and the workforce needs of the state;

2. The ~~centrality~~fit of the program ~~to~~within the institution's mission and role;

3. Resources required and the capacity of the institution to deliver the program as proposed;

4. Potential for unnecessary duplication of offerings beyond core academic programs; and

5. Opportunities for collaboration with other institutions that offer similar or related programs.

> **Commented [RM7]:** Review factors included for clarity.

(c)   Staff Recommendation and Commission Action on the Proposed Program: Completion of the staff recommendation and action by the Commission will occur within ninety days after receipt of the program submission, unless a longer time frame is recommended for the institution to address deficiencies within the proposal~~two months of the peer review~~. The staff recommendation will encompass expected program outcomes that ~~which~~ will be ~~assessed in subsequent program review~~monitored over the post-implementation period, as described in §300-2-1-.04. Commission approval of a program requires agreement by the institution to discontinue the program if expected outcomes are not reached within the established time frame.

> **Commented [RM8]:** Flexibility for extending the review period added in.

~~(5)~~(7)   **Procedures for the Evaluation and Review of New Graduate Programs of Instruction:**   The evaluation and review of new ~~graduate programs is~~master's, education specialist, and doctorate programs shall be conducted with the participation of the Alabama Council of Graduate Deans (ACGD).

~~Submission and Review of the "Notification of Intent to Submit a Proposal" (NISP): The institution proposing the program will submit a NISP to the Commission at least two months prior to submission of the program proposal. The NISP will also be sent by the institution to each member of the ACGD. Institutional comments on the NISP will be sent to the Commission within three weeks of the receipt of the NISP. Within four weeks of receipt of the NISP, Commission staff and representatives of the proposing institution will meet to discuss institutional comments on the NISP and the program objectives in relation to the needs of the state;~~

~~to consider any program duplication and explore possible means of collaboration; and to evaluate the centrality of the program to institution's mission and role.~~

> **Commented [RM9]:** Separate NISP submission eliminated to expedite proposal review process.

(a)   Submission and Peer Review of the Program Proposal: The program proposal may be submitted electronically to the Commission at any time. In preparation for each Commission meeting, Commission staff will contact the ACGD chair to request members' feedback on graduate proposals, especially around academic quality of the proposed program, potential student demand for the proposed program, and additional capacity within similar programs offered by the responding institution. ACGD shall establish the format and procedures for peer review. As appropriate, Commission staff may request responses from the proposing institution to issues raised in the peer review and may recommend changes to improve the proposal.

> **Commented [RM10]:** Peer review process simplified to allow for flexibility.

> **Commented [RM11]:** Considerations for peer review specified at the recommendations of ACGD. This would not prevent ACGD from considering additional factors and submitting feedback to ACHE.

~~(a)   The program proposal may be submitted to the Commission at any time beyond two months of the NISP submission.~~

~~1.   The proposing institution will send a copy of the proposal to each member of the Alabama Council of Graduate Deans (ACGD). Within three weeks of receipt, the ACGD will evaluate the proposal and seek campus input on criteria for new programs and to provide questions and recommendations to strengthen the proposal if it is approved.~~

~~2.   The Chair of the Alabama Council of Graduate Deans will summarize questions and will list any recommendations. This summary will be sent to the Executive Board of the ACGD for feedback and approval. The Chair will forward the approved questions and recommendations to the proposing institution for response.~~

~~3.   Responses from the proposing institution will be sent to the Chair of the Alabama Council of Graduate Deans within 2 weeks of receiving the ACGD's approved questions and recommendations.~~

~~4.Within one week of receipt of the proposing institution's responses, the Chair of the Alabama Council of Graduate Deans will send the ACGD members the institutional responses to questions and recommendations. Each graduate dean will vote to approve each recommendation and the overall proposal. Each member will indicate if institutional presentation before the ACGD is needed. A~~

~~majority vote is needed to require an institutional presentation.~~

~~5. The Chair of the Alabama Council of Graduate Deans will send the final version of the questions and recommendations to the ACGD members within one week. Prior to the Commission's second meeting with the proposers, the Chair of the ACGD will inform the Commission of the vote (considered as a "preliminary vote" if there will be an institutional presentation) and reports whether or not the ACGD requires an institutional presentation. There will be a presentation at a regular ACGD meeting if the proposers request it and/or the ACGD requires it. There will not be an institutional presentation if the proposers do not request it and the ACGD indicates it is not needed.~~

~~6. Within two weeks of peer review, a second meeting of the representatives of the proposing institution and Commission staff members will be held. The purpose of the meeting is to review questions and recommendations derived from the peer review and to reach agreement on any necessary proposal changes.~~

(b) Review of the Program by Commission Staff: A higher level of scrutiny will be given to graduate program proposals due to increased resources and capacity that such programs require. Commission staff will consider the following factors in its review, along with other factors as appropriate:

> **Commented [RM12]:** Note that section was modified to indicate that graduate programs will receive a higher level of scrutiny than undergraduate programs.

1. The objectives of the proposed program in relation to student demand and the workforce needs of the state;

2. The fit of the program within the institution's mission and role;

3. Resources required and the capacity of the institution to deliver the program as proposed;

4. Potential for unnecessary duplication of offerings; and

5. Opportunities for collaboration with other institutions that offer similar or related programs.

> **Commented [RM13]:** Review factors included for clarity.

(c) Staff Recommendation and Commission Action on the

Proposed Program: Completion of the staff recommendation and action by the Commission will occur within ninety days after receipt of the program submission, unless a longer time frame is recommended for the institution to address deficiencies within the proposal ~~two months of the peer review~~. The staff recommendation will encompass expected program outcomes that will be monitored over the post-implementation period, as described in §300-2-1-.04. ~~which will be assessed in subsequent program review.~~ Commission approval of a program requires agreement by the institution to discontinue the program if expected outcomes are not reached within the established time frame. ~~The evaluation of program outcomes will entail one or more brief progress reports to the Commission.~~

> **Commented [RM14]:** Flexibility for extending the review period added in.

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(8)   **Consideration of** Program Proposals above the Instructional Role Level Recognized by the Commission:

> **Commented [RM15]:** New section adapted from existing "Guidelines for Instructional Role" https://ache.edu/ACHE_Reports/Forms/Program_Request/Instr-Role.pdf

(a)   The Commission may review program proposals in a single discipline at a level higher than an institution's Commission-recognized instructional degree level, so long as the proposed program accords ~~is in agreement~~ with the institution's description in state statute. Proposals for programs that are outside the statutory description of the institution will be considered incomplete and returned to the proposing institution.

(b)   An institution may seek approval for a proposal above its recognized instructional role under one of the following provisions:

1.   Strategic Benefit: Beyond standard criteria for program review stated above, the proposed program must demonstrate that it contributes a "strategic benefit" to the configuration of current public institution offerings in the State of Alabama. "Strategic benefit" is defined as significant and meaningful overall benefit for the state of Alabama, and includes:

(i) Alabama's need for graduates in the field;

(ii) The program's academic quality and articulation with the institution's academic mission;

(iii) Demonstration that the proposed program
will not result in unnecessary~~demonstrating
no substantive needless~~ duplication of
offerings [Alabama code 16-5-8(4)(b)] with
other Alabama Public Universities;

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

(v) Priority consideration being accorded to
institution(s) with seniority in that
service area [Alabama Code 16-5-10];

(vi) Demonstration that the proposed program
~~must~~will serve ~~and provide documentation of~~
a strong, distinct, and well-documented
societal, educational, and economic need for
Alabama.

> **Commented [RM16]:** "Strategic benefit" defined based on language in existing guidelines.

2. Specialized accreditation requirement: The
Commission will review program proposals in a
single discipline at a level higher than an
institution's Commission-recognized instructional
degree level if an elevation in degree level for
an existing program is required by the recognized
accrediting agency for that single discipline
program and must be attained to continue the
program's accreditation.

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

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

(e) Receipt of a higher degree-level proposal for
review by the Commission does not imply approval of

the program. The proposal still will be subject to the regular academic program review process, vote by the Commission, and post-implementation procedures and conditions.

(f)　　An institution submitting a higher degree level program(s) in a single discipline will be evaluated and voted on by the Alabama ~~Graduate School~~Council of Graduate Deans or College and University Chief Academic Officers.

(g)　An institution may be approved for up to three higher degree-level programs before seeking an expansion of instructional role. Successive single discipline program implementation requests shall be evaluated sequentially in that demonstration of prior success is a substantive factor in subsequent review process(es). An institution is not "automatically" granted three single discipline program request opportunities.

(9)　　　**Possible Commission Actions on New Program Proposals:** The Commission may take one of three actions on proposed programs: disapproval, approval, or deferral.

(10)　　　**Program Implementation:**　~~If~~Once program approval is given by the Commission, the institution ~~may implement the program at any time~~must implement the program within two years of the proposed implementation date, unless another implementation time frame is granted.

Author:　William O. Blow
Statutory Authority:　Code of Ala. 1975, §§16-5-1, et seq.
History:　Filed December 10, 1985.　**Amended:**　Filed April 10, 1989; August 18, 1989; December 5, 1990.　**Amended:** Filed March 12, 1996; effective April 16, 1996.　**Repealed and New Rule:**　Filed November 5, 1999; effective December 10, 1999.
Amended: XXXXXX

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

DECISION ITEM: A-2

Amendments to the Administrative Procedures for Academic
Program Review, §300-2-1-.04

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission give preliminary approval the proposed
amendments to Administrative Procedures for Academic
Program Review, §300-2-1-.04 ("Operational Policy on the
Approval, Disapproval, Deferral, and Withdrawal of New
Programs of Instruction").

Background:

The Administrative Procedures for Program Review (Chapter
300-2-1) support the Commission in carrying out its
responsibilities for academic program review, as established in
Code of Alabama 1975, Section 16-5-8 (c):

> "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."

Specifically, Administrative Procedures §300-2-1-.04, entitled
"Operational Policy on the Approval, Disapproval, Deferral, and
Withdrawal of New Programs of Instruction," sets forth actions
the Commission may take on new program proposals, as well as
some post-implementation considerations. This section of the
Administrative Procedures was last updated in 2018.

The proposed amendments to Administrative Procedures §300-
2-1-.04 are intended to clarify the procedures in keeping with
current practice:

1. Section title should be updated to include post-
    implementation monitoring.

2. New subsection should be added on post-implementation
    conditions, reflecting legislative requirements for program
    viability, in keeping with current practice.

3. New subsection should be added on post-implementation
    review reflecting current practice.

In developing these proposed amendments, Commission staff
solicited feedback from institutional stakeholders on several
occasions, including during open forum webinars held on August
18, 2022 and on May 11, 2023. Adjustments have been made
based on input received to date.

In addition, the Academic Affairs Committee of the Alabama
Commission on Higher Education reviewed the proposed
amendments in Special Meetings held on March 11, 2023 and
May 24, 2023, and at the latter meeting, the Committee

unanimously voted to recommend the proposed changes for consideration by the full Commission.

Should the Commission decide to give preliminary approval at its meeting on June 9, 2023, the amendments may proceed through the full regulatory review process, as managed by the Alabama Legislative Services Agency. Depending on input received through that review process, the Commission may vote to give final approval to any changes at a later meeting.

Supporting Documentation:

1. Text of proposed amendments to Administrative Procedures, §300-2-1-.04, attached.

2. "Operational Policy on the Approval, Disapproval, Deferral, and Withdrawal of New Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), §300-2-1-.04. Available upon request.

Attachment 1

PROPOSED AMENDMENTS TO ALABAMA COMMISSION ON HIGHER EDUCATION

PLANNING AND COORDINATION ADMINISTRATIVE CODE

CHAPTER 300-2-1 PROGRAM REVIEW

300-2-1-.04 Operational Policy on the Approval~~, Disapproval, Deferral, and Withdrawal~~ of New Programs of Instruction and Requirements for Post-Implementation Monitoring

(1)   **Purpose:** The purpose of the operational policy on the approval, disapproval, deferral, and withdrawal of new programs of instruction is to ensure that all proposals for new degree~~such~~ programs are subject to a fair and consistent evaluation and determination.

(2)   **Commission Responsibility:** It is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for approving, disapproving, deferring, and withdrawing new programs of instruction. It is also the Commission's responsibility to ensure that approved programs meet standards for viability and quality following implementation.

(3)   **Scope:** This section shall apply to proposals for new academic degree programs as specified above in 300-2-1-.03 (3).

(4)   **Commission Actions on Proposed New Programs of Instruction:** The Commission shall take no longer than ten months to review proposals for new programs of instruction before taking one of the following actions on the proposal:

(a) Approval: The approval of a new program of instruction shall require the concurrence of a majority (7) of all the members of the Commission.

(b) Disapproval: A program that receives a negative recommendation by a majority vote of Commission members present may be reconsidered after one year at the request of the institution, provided substantive changes indicate the need for reconsideration.

(c) Disapproval: A program that receives a favorable vote of a majority of the members present but which falls short of receiving a favorable vote by a majority of the members of the Commission may be reconsidered at the next regularly scheduled meeting at the request of the institution provided substantive changes indicate the need for reconsideration.

(d) (c) Deferral: Should the Commission (by majority vote of members present) defer action on a proposed program, it will specify the future meeting at which the program will be reconsidered, being mindful of the ten-month deadline for program action. If the ten-month limitation has been reached or will be reached before the next scheduled meeting of the Commission, action will not be deferred; however, if the Commission decides that special consideration is warranted, such a program may be disapproved by a majority of members present with the provision that the program can be reconsidered at a specified meeting scheduled prior to the one-year restriction on resubmission of disapproved programs. Deferral is a Commission, not an institutional prerogative.

(3) (5) **Withdrawal of a New Program Proposal**: Should an institution withdraw a proposed program from Commission consideration, it may be resubmitted at any time; however, the time which has expired prior to the withdrawal will not count toward the ten-month deadline on Commission program action. The Commission will have ten months beginning at the time the program is resubmitted to take action on the program.

(4) (6) **Post-Implementation Requirements for Approved Programs of Study**: Any new degree program approved by the Commission shall have a seven-year post-implementation monitoring period, during which it must meet conditions set forth at the time of approval, as follows: Post-implementation conditions on enrollment, graduation rates, and the efficacy of the assessment system will be placed on the approval of new academic programs.

(a) Condition on Graduates: An approved degree program must meet the minimum viability standard for average number of graduates for its degree level, established by the Legislature as follows:

    i. Baccalaureate degrees (IPEDS level 5), associate degrees (IPEDS level 3), and long

> **Commented [RM1]:** Language adapted from Code of Alabama 1975, §16-5-8(a)(2).

certificates (IPEDS level 2) must produce an average of at least 7.5 graduates per year. In vocational and technical programs, a student who leaves the program for purposes of gainful employment, in the same field of study as the program, having obtained the skills in said program, shall count as a graduate. For two-year technical and vocational college programs, a student who completes 26 semester hours ~~40 quarter hours~~ or equivalent programs shall be deemed and counted as a graduate for purposes of viability standards.

ii. Master's degrees must produce an average of at least 3.75 graduates per year.

iii. Education Specialist or terminal sub-doctoral degrees must produce an average of at least 3.0 graduates per year.

> **Commented [RM2]:** Added to accommodate cases such as the MFA, which is the terminal degree in Fine Arts.

iv. Doctorate degrees must produce an average of at least 2.25 graduates per year.

(b) Condition on New Enrollments: Approved degree programs must attract a sufficient number of new students each year ("new enrollments") to ensure that the program will continue to meet minimum viability requirements for program graduates. In order to account for attrition or enrollment fluctuations over the post-implementation period, the condition for new enrollments shall be set at 25% higher than the minimum viability standard for graduates as follows:

i. Baccalaureate degrees, associate degrees, and long certificates must enroll an average of at least 9.4 students per year following program implementation.

ii. Master's degrees must enroll an average of at least 4.7 students per year following program implementation.

iii. Education Specialist or terminal sub-doctoral degrees must enroll an average of at least 3.75 students per year following program implementation.

iv. Doctorate degrees must enroll an average of at least 2.8 students per year following program implementation, though an institution may request that the Commission reduce this number

under certain circumstances.

(c)   Condition on Reporting: Institutions must provide a
        report evaluating whether the program has met its
        post-implementation conditions and whether it has
        fulfilled the objectives stated in the proposal,
        specifically pertaining to employment outcomes for
        graduates.

(d)   Additional Conditions: As appropriate to the specific
        program of study, the Commission may require
        additional post-implementation conditions, such as the
        following:

   i.   Programs with ~~program~~discipline-specific
        accreditation may~~will~~ be required to show
        progress toward specialized accreditation
        ~~report steps to be taken to obtain~~
        ~~accreditation in the proposal/application, and~~
        ~~the accreditation status~~ as a post-
        implementation condition of approval.

   ii. Programs leading to professional ~~which require~~
        licensure will be required to report steps to
        be taken to optimize exam pass rates ~~in the~~
        ~~proposal/application,~~ and the licensure pass
        rate as a post-implementation condition of
        approval.

   iii. In the case that the proposed program of study
        is likely to reduce new enrollments or
        graduates from an existing program of study,
        such as when an option within an existing
        program becomes a standalone program, the
        Commission may require that the existing
        program continue to maintain viability in terms
        of average annual number of graduates.

   (a) ~~The unemployment/continuing education rate post-~~
        ~~implementation reporting will be considered as~~
        ~~informational/ notification only, and will not~~
        ~~be a consequential consideration in evaluating~~
        ~~attaining/meeting post-implementation.~~

(7)   **Implementation Window:** The window will be 24~~30~~
months (2~~½~~ years) from the time of Commission approval to
implementation, before Commission approval will expire. An
institution may request that a longer implementation window be
approved under certain circumstances.

> **Commented [RM3]:** Phrased to allow for situations where institutions choose not to pursue specialized accreditation.

> **Commented [RM4]:** Consolidated above under (c) "Condition on Reporting."

(8)   **Post-Implementation Review**: At the end of the seven-year post-implementation period, ACHE staff will review the post-implementation report submitted in fulfillment of the condition on reporting, as noted above, and will notify the Commission as whether the program that has met its post-implementation requirements.

(a) Programs determined to have met all post-implementation conditions will no longer be subject to post-implementation monitoring.

(b) Any program determined not to have met one or more of its post-implementation conditions will be recommended for deletion from the Commission's Academic Program Inventory, unless the Commission approves an amendment to the post-implementation conditions for the program.

Author: William O. Blow
Statutory Authority: Code of Ala. 1975, §§16-5-1, et seq.
History: Filed April 10, 1989. **Amended:** Filed March 12, 1996; effective April 16, 1996. **Amended:** Filed March 13, 2018; effective April 27, 2018.
Amended: XXXX

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

DECISION ITEM: A-3

Addition of New Section to the Administrative Procedures for Academic Program Review, §300-2-1-.XX

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission give preliminary approval the proposed addition to the Administrative Procedures for Academic Program Review for a new section to be entitled, "Evaluation of Changes to Instructional Role and Academic Units" (§300-2-1-.XX).

Background:

Establishing a framework for instructional role change fits within the authority given by the Legislature to the Commission in *Code of Alabama 1975*, Section 16-5-10:

"The commission shall exercise the following powers and duties in addition to those otherwise specified in this article: …

(6) To cause studies to be made for the purpose of classifying and prescribing the role and scope for each public institution of higher education in Alabama and to recommend such changes in classification or role and scope for such institutions as it deems necessary and which may be agreed to by the governing board of the institution. In making studies and recommendations for the purpose of classifying and prescribing the role and scope of institutions, the commission shall do so without regard for race and traditional role of the institution, provided, however, that in the absence of compelling reasons to the contrary the commission shall give priority to institutions having seniority in years of operation in the service area. When making recommendations for the elimination of duplication of educationally unnecessary programs, absent justifiable reasons to the contrary, the commission shall recommend the replacement of such programs and/or services with programs and/or services that will strengthen and enhance the role of the institution affected.

(7) To hear applications from the institutions for changes in classification or role and scope and to recommend to the Legislature for clarification such classifications in role or scope which may not be agreed to by the governing board of any institution."

The proposed new section of the Administrative Procedures on "Evaluation of Changes to Instructional Role and Academic Units" is primarily intended to fill a policy need around instructional role change, which is currently only addressed in an ACHE policy document, entitled, "Guidelines for Instructional Role for 2015-2019—New Form." Several institutions have approached Commission staff for updated guidance on expanding their instructional role.

The proposed section would update the definition of instructional role to better align with accreditation policies from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and lay out a process for an institution to expand its role to a higher degree level. This new section would also be an appropriate place to address changes to academic units (i.e., departments and divisions) within an institution's existing instructional role. Such changes are currently noted in a different section of the Administrative Procedures dealing with "Reasonable Extensions and Alterations to Units and Programs of Instruction" (§300-2-1-.06), and relevant language would be moved to the new section.

In developing this new section, Commission staff solicited feedback from institutional stakeholders on several occasions, including during open forum webinars held on December 15, 2022 and on May 11, 2023, as well as in meetings with the Alabama Council of Graduate Deans (ACGD). Stakeholders recognized the need for this new section and were largely comfortable adapting existing guidelines to better align with SACSCOC policies. One institution has approached Commission staff to ensure that implementation of the new section, if approved, will still allow them to proceed with plans to request an instructional role change in 2023.

In addition, the Academic Affairs Committee of the Alabama Commission on Higher Education reviewed the proposed amendments in Special Meetings held on March 11, 2023 and May 24, 2023, and at the latter meeting, the Committee unanimously voted to recommend the proposed changes for consideration by the full Commission.

Should the Commission decide to give preliminary approval at its meeting on June 9, 2023, the proposed new section may proceed through the full regulatory review process, as managed by the Alabama Legislative Services Agency. Depending on input received through that review process, the Commission may vote to give final approval to any changes at a later meeting.

Supporting Documentation:

1. Text of proposed addition to Administrative Procedures, §300-2-1-.XX, attached.

2. "Guidelines for Instructional Role for 2015-2019—New Form," ACHE Policy Document. Available upon request.

3. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), §300-2-1-.06. Available upon request.

Attachment 1

PROPOSED NEW SECTION TO BE ADDED TO ALABAMA COMMISSION ON HIGHER EDUCATION

PLANNING AND COORDINATION ADMINISTRATIVE CODE

CHAPTER 300-2-1 PROGRAM REVIEW

300-2-1-.XX   Evaluation of Changes to Instructional Role and Academic Units

(1)   **Purpose**: The purpose of evaluating changes to instructional role and academic units is to ensure that institutions expand their academic offerings in line with their institutional missions and maintain academic rigor without generating unnecessary duplication of offerings.

(2)   **Commission Responsibility**: The Commission is responsible for evaluating requests from public institutions regarding changes in their classification or role and scope, including expansion of instructional offerings to higher or lower degree levels. In cases where the expansion of offerings would exceed the role recognized for the institution in the *Code of Alabama*, approval must be sought from the Legislature prior to Commission review.

(3)   **Scope**: The following policy applies to all public postsecondary institutions.

(4)   **Definitions related to Instructional Role:**

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

Instructional role is defined as the degree levels for which an institution is approved to award degrees and does not automatically include approval to offer degrees at a lower degree level.

> **Commented [RM1]:** Guidelines for Instructional Role define "instructional role" based on matrix of academic subdivision groupings and award levels.
>
> https://www.ache.edu/wp-content/Instruction/Instr-Role.pdf
>
> The proposed definition eliminates the matrix of academic subdivision groupings and retains the focus on award levels.

(i)   The Commission recognizes the following instructional roles, organized from lowest to highest:

　　a. Associate degree granting

　　b. Baccalaureate degree granting

　　c. Master's degree granting

　　d. Education Specialist degree granting

　　e. Practice-focused doctorate degree granting, where "practice-focused doctorate" is defined as a doctoral course of study whose primary emphasis is on the application of research. This includes those degrees categorized by IPEDS as Level 18 (Professional Doctorates), as well as the Doctor of Education (EdD), Doctor of Business Administration (DBA), and other similar offerings.

　　f. Research-focused doctorate degree granting, where "research-focused doctorate" is defined as a doctoral course of study that incorporates substantial research preparation, including the production of original research. This includes the Doctor of Philosophy (PhD) and similar degrees.

(b)   Role Expansion: ~~Role expansion is defined as approval of a new program proposal that would: a) replace an empty cell on an institution's matrix with an "X," and/or b) add a new CIP code to the instructional role matrix template. Role expansion can occur by expanding to a higher degree level and/or expanding to a new academic subdivision grouping. Parameters for Role Expansion for 2015-19: Through the adoption of general parameters guiding role expansion, the instructional role process allows the Commission to set the parameters for new program development through broad guidelines for a five-year planning period. These parameters will become effective upon approval by the Commission and will continue in effect until the adoption of an instructional role policy for the next planning period.~~ Role expansion is defined as the ability to develop and implement academic programs at a higher or lower degree level than previously awarded. Once a role expansion is approved, the institution may bring forward new program proposals at the expanded level without needing to demonstrate strategic benefit for each, as described in §300-2-1-.03.

Commented [RM2]: The distinction between "practice-focused doctorates" and "research-focused doctorates" was generally recognized and accepted by institutional stakeholders. It is worth noting, however, that the EdD and DBA degrees are considered "practice-focused" even though they are classified as IPEDS Level 17 (Doctoral Research).

Commented [RM3]: Note that the definition of "strategic benefit" is included in the proposed amendments to §300-2-1-.03 and is drawn from the "Guidelines for Instructional Role 2015-2019."

(5) **Eligibility for expansion to a higher degree level up to Practice-Focused Doctorate Granting:**

(a) To be considered for any expansion of instructional role to a higher level, the request must be aligned with applicable State statute recognizing the institution. If the *Code of Alabama* defines an institution's role more narrowly, the institution must secure approval from the Alabama Legislature for the expansion of instructional role.

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

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

> **Commented [RM4]:** ACHE recommends eliminating this requirement to seek a role change before offering a fourth program to increase flexibility for institutions up to the level of the practice-focused doctorate.

(6) Instructional Role to Include Research-Focused Doctorates

(a) The following institutions are recognized by the Commission as having an instructional role that includes research-focused doctoral degrees:

  (i) Alabama Agricultural and Mechanical University (AAMU)

  (ii) Alabama State University (ASU)

  (iii) Auburn University (AU)

  (iv) University of Alabama (UA)

  (v) University of Alabama at Birmingham (UAB)

  (vi) University of Alabama in Huntsville (UAH)

  (vii) University of South Alabama (USA)

(b) If an institution other than those named above seeks to expand its instructional role to include research-focused doctorates, the following criteria must be met:

  (i) The institution must demonstrate that it has legislative approval to expand its instructional

role.

(ii)   The institution ~~shall attain three successful~~ must successfully implement three research-focused doctoral degree programs ~~single discipline program implementations in three (3) different CIP codes (2-digit classification)~~ before it may request an expansion of institutional instructional role to ~~a higher degree level~~ include research-focused doctorates. Successful implementation is defined as two years of acceptable post-implementation information including enrollment data, assessment results of the program learning objectives, as well as survey results of faculty and student feedback regarding each program's efficacy, and documentation of ongoing steps that have been implemented to facilitate graduates' employment. The Commission realizes that some data measures may have limited availability or determination within a two-year timeframe.

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

> **Commented [RM5]:** This requirement to gain approval for a role change before proposing a fourth higher-level program would apply only to research-focused doctorates.

(c)   Institutions approved to grant research-focused doctorates will receive differential consideration in the development of the Commission's consolidated budget recommendation.

> **Commented [RM6]:** This language around differential consideration is intended to capture the gist of the sections eliminated below relating to the ACHE Standard Calculation.

(i)   ~~In the ACHE Standard calculation research-focused doctoral institutions receive a higher component cost factor than nondoctoral institutions for some components. For the purposes of the ACHE Standard calculation, any institution as of the date of the passage of this provision, is considered a nondoctoral institution that has a Commission approved doctoral program will be given the appropriate doctoral weights only for the credit hours that result from the implementation of the approved program. These credit hours also shall receive the doctoral library factor in the ACHE Standard calculation.~~

> **Commented [RM7]:** The ACHE Standard Calculation is used internally only, and therefore, these subsections can be eliminated.

(ii)   That is, under the ACHE Standard calculation an institution will receive weighted program(s) until a doctoral role change is made. The institution will not receive full doctoral weighting until a role change occurs. More specifically, once an institution attains three (3) ACHE approved research-focused doctoral programs in three (3) different CIP categories (2-digit classification) and the role change has been approved by the Commission, it will then be considered a research-focused doctoral institution for the purposes of the ACHE Standard calculation and will receive the same component cost factors as other institutions.

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

(6)   **Evaluation of Instructional Role Expansion**

(a)   To be considered for any expansion of instructional role to a higher level, the request must be aligned with applicable state statute recognizing the institution.

> **Commented [RM8]:** Language on Evaluation of Instructional Role Expansion is inserted from Guidelines: https://www.ache.edu/wp-content/Instruction/Instr-Role.pdf

(b)   The Commission will use all of the following criteria to evaluate and approve or disapprove requests for expansion of institutional role to a higher instructional level:

(i)   Successful implementation of three single-discipline programs in three different CIP codes (2-digit classification) academic programs at the target degree level

(ii)   The institution's mission

(iii)   Institutional readiness (defined as faculty credentials, financial resources, and institutional commitment)

(iv)   Rationale for the expansion to a higher instructional level

(v)   Relationship of the requested role expansion to the state's strategic needs

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

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

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

(ix) Accreditation considerations

(x)   Peer and other feedback

(8) Implementation of ~~Use of~~ Collaborative Programs at a Higher Degree Level: The Commission strongly encourages collaborative programs between/among Alabama public institutions where feasible and when in the best strategic interests of the State. To foster collaboration and cooperation to meet significant identified needs, the Commission may approve institutions without an independent doctoral or master's role to participate in joint, shared, and cooperative doctoral or master's programs if the partner institution meets all requirements and has the commitment at that higher level. Participation in such joint and shared programs will not give such institutions an independent doctoral or master's role ~~and calls for a strong rationale~~.

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(9) Definitions related to Academic Units:

(a)   Academic Unit: Organizational structure that includes individuals with faculty appointments or has a reporting relationship to the institution's chief academic officer, usually the Provost. Academic units can be instructional or non-instructional:

(i)   Unit of Instruction: ~~Existing Unit of Instruction: A unit of instruction in place prior to August 19, 1994. Official documentation must be available to support the existence of a unit of instruction.~~

~~Proposed New Unit of Instruction: A unit of instruction not in place prior to August 19, 1994. Several new units which offer academic credit are subject to Commission approval, including a new institution (including one formed by consolidation), branch, campus, school, college, division, or institute.~~

Commented [RM9]: "Academic unit" introduced to clarify which campus units are included in this proposed policy.

Commented [RM10]: From Existing Definitions established in Section 300-2-1-.01. Clearly outdated.

An organizational structure which offers instructional courses or other activities for academic credit. ~~This definition pertains to institutions, branches, and campuses as well as colleges, schools, divisions, departments, institutes, and centers within institutions which offer courses or other activities for academic credit.~~ There are two types:

    a. Major Instructional Unit: Division, college, or school that comprises several minor units of instruction.

    b. Minor Instructional Unit: Department or other unit offering degree programs, cross-disciplinary or multi-disciplinary consortium offering coursework but no degree programs.

> **Commented [RM11]:** Distinction between "major" and "minor" instructional unit is implied within existing definitions.

(ii)   Non-Instructional Academic Unit: An academic unit that does not offer credit-bearing coursework or degree programs, including the following:

    a. Unit of Research: An organizational structure for those activities intended to produce one or more research outcomes, including the creation of new knowledge, the organization of knowledge, and the application of knowledge. These may include such entities as research divisions, bureaus, institutes, centers, and experiment stations.

> **Commented [RM12]:** Existing Definitions in 300-2-1-.01 define unit of research and unit of public service.

    b. Unit of Public Service: An organizational structure established to make available to the public the various unique resources and capabilities of an institution for the specific purpose of responding to local, regional, or statewide needs or problems. ~~(From Operational Definitions adopted by the Commission on 5/20/88 and 8/19/94; and revisions adopted by the Commission on 6/21/91 and 8/19/94; Code of Ala. 1975, Chapter 5, Paragraphs 16-5-1; 16-5-8).~~

    c. Unit of Administration: An academic unit whose function is primarily administrative in nature, such as the Office of the Provost or Academic Success Center.

(9) Changes to Academic Units

(a) Changes to Major Units of Instruction: If the administrative change creates a more prominent unit of instruction such as a division or school, Commission approval as a new unit ~~is~~ may be required. Specifically, changes to major instructional units that entail additional expenditures will need Commission approval prior to implementation. ACHE staff will determine whether the proposed change needs approval.

(b) Changes to Minor Units of Instruction: 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, will require prior notification only, unless the change will entail additional expenditures.

(c) Changes to Non-Instructional Academic Units: Addition, elimination, or modification of non-instructional academic units will require prior notification only.

Author: Robin McGill
Statutory Authority: Code of Ala. 1975, §§16-5-10.
History: New Rule: Filed XXX

Commented [RM13]: Language here and below inserted from current Extensions/Alterations section (300-2-1-.06).

DECISION ITEM: B-1   <u>Alabama State University, Bachelor of Science in Mechanical Engineering (CIP 14.1901)</u>

<u>Staff Presenter:</u>   Dr. Robin McGill
Deputy Director for Academic Affairs

<u>Staff Recommendation:</u>   That the Commission approve the proposed Bachelor of Science (BS) in Mechanical Engineering.

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 14.5, based on the proposal.

2. That the annual average number of graduates for the period 2026-27 through 2029-30 (four-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

3. That the program achieves, or makes substantial progress toward, specialized accreditation through the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

4. That an interim report on program implementation be submitted following the 2026-27 academic year, providing updated budget projections and detailing institutional efforts to ensure the program becomes self-sustaining.

5. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on graduates' employment and enrollment in associated graduate programs.

Alabama State University (ASU) 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 is designed to prepare graduates for employment as Mechanical Engineers (SOC 17-2141), which appear on the 2022-2023 Alabama Statewide In-Demand Occupations List.

2. The proposed program is designed to meet the high standards for specialized accreditation through the Accreditation Board for Engineering and Technology (ABET) and will leverage some existing coursework from ASU's BS in Biomedical Engineering (CIP 14.0501).

3. With the increasing demand to diversify industrial workplaces, ASU is developing this program as part of its strategic plan to help meet these industry demands.

4. ASU is pursuing collaborations with other institutions throughout the state to enhance engineering elective coursework, and they have successfully created partnerships with Honda Corporation and other employers to support work-based learning activities 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. Alabama State University proposal, with supplemental information, dated March 2023. 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 State University
PROGRAM: BS in Mechanical Engineering (CIP 14.1901)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	**TOTAL**
FACULTY	$225,250	$236,512	$354,338	$369,054	$390,659	$409,254	$428,734	$2,413,801
STAFF	$132,500	$139,125	$146,081	$153,385	$161,053	$168,719	$176,750	$1,077,613
EQUIPMENT	$250,000	$100,000	$25,000	$10,000	$0	$0	$0	$385,000
FACILITIES	$25,000	$100,000	$75,000	$5,000	$0	$0	$0	$205,000
LIBRARY	$75,000	$75,000	$75,000	$75,000	$75,000	$75,000	$75,000	$525,000
ASSISTANTSHIPS	$0	$0	$0	$0	$0	$0	$0	$0
OTHER	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL	$707,750	$650,637	$675,419	$612,439	$626,712	$652,973	$680,484	$4,606,414

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	**TOTAL**
REALLOCATIONS	$707,750	$573,637	$488,419	$282,439	$241,712	$267,973	$295,484	$2,857,414
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION	$0	$77,000	$187,000	$330,000	$385,000	$385,000	$385,000	$1,749,000
TOTAL	$707,750	$650,637	$675,419	$612,439	$626,712	$652,973	$680,484	$4,606,414

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	17	30	35	35	35	26.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	7	17	30	35	35	35	26.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	7	10	15	15	20	20	14.5

DEGREE COMPLETION PROJECTIONS
Note: Do not count 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	5	9	12	20	11.5

Attachment 2

Summary of Background Information

Bachelor of Science in Mechanical Engineering
Alabama State University

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

Program Description: The proposed BS in Mechanical Engineering program will prepare graduates who can apply the methods of engineering to problems in automobiles, aircraft, robotics, energy systems, control systems and the environment. Students will be equipped with the skills necessary to define, formulate, and solve novel problems in the field of mechanical engineering. The program will emphasize the engineering sciences with a strong foundation in mathematics. This program will help address the demand for mechanical engineers, which appear on the Statewide In-Demand Occupations List, in the state, region and the nation.

Student Learning Outcomes: Learning outcomes of the BS in Mechanical Engineering include the following abilities:

1. Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

3. Communicate effectively with a range of audiences.

4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

5. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7. Acquire and apply new knowledge as needed, using appropriate learning strategies.

Administration: The program will be administered by the School of Science, Technology, Engineering, and Mathematics, Dr. Audrey Napier, Dean; and the Department of Mechanical Engineering, Dr. Derrick Dean, Chair.

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

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Similar programs at the same CIP 14.1901 are offered at the following institutions in Alabama:

- Alabama A&M University, BSME in Mechanical Engineering

- Auburn University, BME in Mechanical Engineering

- University of Alabama, BSME in Mechanical Engineering

- University of Alabama at Birmingham, BSME in Mechanical Engineering

- University of Alabama in Huntsville, BSME in Mechanical Engineering

- University of South Alabama, BS in Mechanical Engineering

The demand for mechanical engineers across the state and the southeastern region remains high. Although there are several schools with similar degree offerings, prospects for graduates' job placements are strong. With the increasing demand to diversify industrial workplaces, ASU is working to expand its engineering focus to help meet these demands.

Relationship to Existing Programs: The proposed program will share some courses with ASU's existing BS in Biomedical Engineering Program (CIP 14.0501), along with some equipment and support faculty. ASU notes that its goal is to establish an Engineering Department to house both the mechanical and biomedical engineering programs.

Collaboration: Collaborative efforts that would benefit the proposed program at ASU have been discussed with the University of Alabama, the University of Alabama at Birmingham, Auburn University, and the University of South Alabama. Several common areas discussed include:

- Sharing courses online, especially elective courses which provide depth in a particular area. Most of the programs already offer online delivery of specific courses or complete programs, thus this option would be relatively seamless. UA also discussed their recently developed and accredited manufacturing minor as a potential option for future ASU mechanical engineering students.

- Providing opportunities for graduate study at the MS or PhD level. Among those options, USA offers a PhD option in Biomedical Science that is popular for their Mechanical Engineering students. ASU students could form a viable pipeline of diverse students for graduate study at any of the institutions.

- Sharing experiences and information related to ABET (Accreditation Board for Engineering and Technology) accreditation. Assistance from the UA, UAB, AU and USA Mechanical Engineering programs will be invaluable in the accreditation process for ASU's program. Discussions regarding structuring the potential collaborations, access, and associated costs are underway.

Accreditation: ASU will seek accreditation through the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) as soon as the program is eligible (within 6 years of program initiation).

Admissions: There are no special requirements for the BS in Mechanical Engineering other than the standard ASU admissions requirements and successful completion of prerequisite coursework.

Mode of Delivery: The proposed program delivery format is in-person with the potential for some courses to be offered online. Students will be strongly encouraged to participate in internships or research internships, although this is not a requirement for program completion.

Curriculum: The program is designed to provide a combination of theoretical and hands-on training, as well as experiential learning, to prepare students who are flexible in their approach to problem solving and are effective in working with teams. They will be trained to value diversity and appreciate the need for continuous development and lifelong learning.

Program Completion Requirements:	
Credit hours required in program core courses	49
Credit hours required in pre-professional courses	34
Credit hours in general education or core curriculum	42
Credit hours in support courses	3
Credit hours in required research	0
Total credit hours required for completion	**128**

The program will not have formal concentrations; however, students can choose program elective courses to provide more in-depth knowledge in a specific area.

Work-Based Learning: The program will require a senior design project, which can be completed as an internship with a company. ASU is in the process of finalizing negotiations with the Honda Corporation to work with students in their existing programs with capstone projects as well as offer internships to qualified students. ASU plans to add other companies to this agreement to expand options for students. Summer internships and co-ops will also be stressed.

Industry Need: The proposed BS program is designed to prepare graduates for employment as Mechanical Engineers (SOC 17-2141), which appears on the 2022-2023 Alabama Statewide In-Demand Occupations List. According to the US Bureau of Labor Statistics, an average of 17,900 openings for mechanical engineers are projected for each year over the next decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or retire. Alabama has seen significant job gains in this sector. As noted by the Economic Development Partnership in Alabama (EDPA), many of the largest automotive suppliers in North America have a presence in Alabama. Alabama is the fifth largest producer of cars and light trucks nationally and a key player in the growing Southeast automotive region. Therefore, Alabama can expect to see an increased demand for mechanical engineers. The proposed BS endeavors to produce graduates who can apply the methods of engineering to solve problems in automobiles, aircraft, robotics, energy systems, controls systems, and the environment.

Student Demand: Based on data analysis from a consulting firm hired by ASU (Gray and Associates), there is significant demand for this program. Data includes student demand, employment, competitive intensity, and degree fit. The data rates student demand in the 99th percentile. The university launched a BS in Biomedical Engineering in the fall of 2016. The program has grown to an enrollment of 50 and has 16 graduates. Approximately 50% of the graduates are enrolled in graduate studies at Ohio State University, the University of Florida, the University of Virginia, Tulane University, and Alabama State University, and the rest are employed in industry. In addition, ASU is experiencing high enrollment the College of Science, Technology, Engineering, and Math. Fall 2021 enrollment by major includes the following: Biology– 388; Biomedical Engineering– 50; Chemistry– 52; Forensic Chemistry– 36; Forensic Biology– 89; Computer Science– 91; and Math– 23.

Resources:

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

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

ASU will hire three new full-time faculty members to support this program. New hires must have a PhD in Mechanical Engineering or a closely related branch of engineering, with demonstrated competencies and experience.

Staff: ASU plans to hire 1-2 full-time staff members to support program administration, student advising, and maintenance of facilities and equipment.

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

Equipment and Facilities: The expenses listed under equipment and facilities will be used to establish a Design and Prototyping Lab (DPL) with the following equipment: 3-D printer for metals, CNC machine, bandsaws, drill press, grinder, sander, and additional power tools. The proper electrical wiring and outlets will be installed to support the equipment.

Library: The ASU Levi Watkins Learning Center (LWLC) conducted a book assessment for the proposed program. This involved an analysis of holdings reports generated from the Voyager Library Management System and a review of the data provided by the OCLC WorldCat Assessment Tool Collection Dashboard, which contains comparisons of statistical data on LWLC holdings by subjects, formats, and publication dates. The serial's assessment involved a review of existing print subscriptions and titles in online e-journal packages related to mechanical engineering, along with proposed journal subscriptions that best relate to the program and its concentrations. The current LWLC databases were reviewed by analyzing subscriptions and usage data in comparison with actual and aspirant peer libraries' subscriptions to collections supporting ABET-accredited Mechanical Engineering programs (Alabama A&M University, Tuskegee University, and the University of Alabama in Huntsville). In order to provide sufficient resources to support the proposed program, the LWLC will need to add $75,000 in additional resources to the learning center each of the seven years of program start-up.

Program Budget: The proposal projects that $4,606,414 in new funds will be required to support the proposed program over the first seven years. Based on current enrollment projections, the program is expected to generate $1,749,000 through tuition over the same period. In order to support the program as a core part of its strategic plan for institutional growth, ASU leadership has committed to funding the remaining costs ($2,857,414) through a combination of institutional reserve funds and philanthropic contributions.

Attachment 3

Alabama State University
Bachelor of Science in Mechanical Engineering

Course Number and Title	Number of Credit Hours	*If New Course
General Education Courses	**42**	
ENG 131 English Composition (or 140 Honors)	3	
ENG 132 English Composition (or 141 Honors)	3	
HUM 103 Humanities through the African American Experience	3	
ENG 209 Introduction to Literature	3	
FINE ARTS ELECTIVE	3	
HUMANITIES ELECTIVE	3	
HIS 131 World History	3	
HIS 132 World History	3	
GEO 206 World Geography	3	
HISTORY, SOCIAL & BEHAVIORAL SCIENCES ELECTIVE	3	
MAT 265 Calculus and Analytic Geometry I	4	
MAT 266 Calculus and Analytic Geometry II	4	
BIO 127 General Biology I	4	
Pre-Professional Courses	**34**	
MAT 350 Mathematical Tools for Engineering Problem Solving	3	
BIO 128 General Biology II	4	
CHE 141 General College Chemistry I	4	
PHY 210 General Physics I	4	
PHY 211 General Physics II	4	
ME 110 Intro to Mechanical Engineering	3	*
BME/ME 210 Intro to Computers for Engineers	3	
ME 230 Engineering Graphics	3	*
BME/ME 250 Thermodynamics I	3	
BME/ME 290 Introduction to Materials	3	
Program Courses	**49**	
BME/ME 200 Statics	3	
ME 220 Dynamics	3	*
ME 321 Introduction to Fluid Mechanics	3	*
ME 350 Thermodynamics II	3	*

ME 355 Engineering Analysis	3	*
ME 360 Fluid Mechanics	3	*
BME/ME 370 Electrical Circuits and Systems	3	
ME 380 Heat Transfer	3	*
ME 390 Mechanics	3	*
ME 412 Computer-Aided Design	3	*
ME 450 Modern Manufacturing Processes	3	*
ME 451 Control and Instrumentation Components	3	*
ME 460 Seminar	1	*
BME/ME 490 Senior Design I Lecture/Projects	3	WBL
BME/ME 491 Senior Design II Lecture/Projects	3	WBL
Tech Electives Hours	6	*
Required Support Hours	**3**	
Total Program Hours for Degree:	**128**	

WBL indicates work-based learning coursework.

DECISION ITEM: B-2a   Athens State University, Master of Education in Training and
                              Development (CIP 13.0607)

Staff Presenter: Dr. Robin McGill
                              Deputy Director for Academic Affairs

Staff Recommendation: That the Commission approve the proposed Master of Education
                              (MEd) in Training and Development.

                              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 9.5, 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 3.75,
                                  based on the adopted graduation requirements as stated in
                                  the Code of Alabama 16-5-8(a)(2).

                              3. That the existing MEd in Career and Technical Education
                                  continue to 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 also
                                  data on related employment and enrollment in related
                                  doctoral education.

                              Athens State University (ATSU) will be required to phase out the
                              program if any of the post-implementation conditions are not
                              met. The institution must present documentation regarding the
                              post-implementation conditions, as well as a general assessment
                              of the program, in a report submitted to the Commission no later
                              than September 1, 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 is designed to prepare graduates for employment as Training and Development Specialists (SOC 13-1151), which appears on the most recent Statewide In-Demand Occupations List.

2. The program, which will be offered in a 100% online format, is tailored to the specific needs of the working adult.

3. The proposal includes eight letters of support for this program, including the Cullman Economic Development Agency, the Alabama Office of Apprenticeship, and six community colleges. Support from community colleges reflects the need for additional faculty and staff at those institutions, which may be supported by this degree.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Athens State University proposal, dated March 2023, with supplementary and revised 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: Athens State University							
PROGRAM: Master of Education in Training and Development (CIP 13.0607)							

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
FACULTY	$20,682	$20,682	$20,682	$20,682	$20,682	$20,682	$20,682	$144,774
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	$1,850	$1,478	$1,478	$1,478	$1,478	$1,478	$1,478	$10,718
ASSISTANTSHIPS	$0	$0	$0	$0	$0	$0	$0	$0
OTHER	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL	$22,532	$22,160	$22,160	$22,160	$22,160	$22,160	$22,160	$155,492

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	$60,912	$71,064	$78,678	$78,678	$78,678	$78,678	$83,754	$530,442
TOTAL	$60,912	$71,064	$78,678	$78,678	$78,678	$78,678	$83,754	$530,442

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	3	4	4	4	5	5	4.2
PART-TIME HEADCOUNT	Year 1 - No data reporting required	7	13	16	17	17	17	14.5
TOTAL HEADCOUNT	Year 1 - No data reporting required	10	17	20	21	22	22	18.7
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	4	6	8	8	8	9	7.2

Attachment 2

Summary of Background Information

Athens State University
Master of Education in Training and Development

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

Program Description: The proposed MEd in Training and Development will focus on the multiple aspects of learning in different environments, including specific aspects of the content to be mastered, cognitive aspects of the learner, the instructional environment and materials, the preparation and activities of the instructor, socio-cultural and linguistic components, and assessment outcomes. The program is designed for professionals who work as trainers, instructional designers, and program managers in business, industry, education, military, government, and non-profit organizations. Program completers will gain foundational knowledge of theories underlying best practices for adult learning and how to effectively apply this information in the workplace. Students will complete coursework in two concentration areas. The concentrations in Leadership and Human Performance will focus on the knowledge and applied processes used to effectively lead and improve workplace performance and individual learning in organizations. The concentrations in Instructional Systems Design and Instructional Media Development will provide the information and skills training to analyze instructional tasks; design and deliver instructional programs; and perform evaluative procedures on instructional products and services.

Student Learning Outcomes: Learning outcomes of the MEd in Training and Development include the following abilities:

1. Apply theoretical and practical knowledge to instructional processes for varied learners in a range of settings.

2. Develop effective training programs using theoretical and practical knowledge.

3. Apply appropriate instructional strategies and techniques to facilitate adult learning.

4. Discuss the ethical and professional values essential to work within the field of education, training, and development.

5. Apply practical experiences to the development of learning tools and environments.

6. Practice lifelong learning and continuous professional improvement and renewal.

Administration: The program will be administered by the College of Education, Dr. Lee Vartanian, Dean; and the Department of Professional Studies in Education, Dr. Wendy Cowan, Chair.

Peer Review: The program proposal and supporting documents were reviewed by the Alabama Council of Graduate Deans (ACGD). Five institutions submitted responses to the proposed program, with feedback mostly related to potential for duplication of existing offerings that had not been considered by the proposing institution.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer related programs, some of which also have online delivery:

• University of Alabama at Birmingham, MAEd in Educational Studies (CIP 13.0101); and MS in Instructional Design and Development (CIP 13.0301)

- University of Montevallo, MEd in Applied Instruction (CIP 13.0101)

- University of North Alabama, MS in Instructional Technology and Design (CIP 13.0501), Track in Workplace Design and Performance Improvement

- University of South Alabama, MS in Instructional Design and Development (CIP 13.9999)

- University of West Alabama, MEd in Learning, Design, and Technology (CIP 13.0501)

Relationship to Existing Coursework: Some coursework from the proposed program will be shared with the existing MEd in Career and Technical Education (CIP 13.1319). In addition, the proposed MEd will include some courses recently developed for the Graduate Certificates in Training and Development (CIP 13.1201) and Online Teaching and Learning (CIP 13.1214).

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

Admissions: This program does not have additional admissions requirements beyond what is required for graduate admission to the College of Education.

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

Curriculum: Curriculum for the program will include ten new courses. The program will include four concentrations: Instructional Systems Design, Instructional Media, Leadership, and Human Performance. Students must select two concentration areas in order to complete the degree.

Program Completion Requirements:	
Credit hours in program core curriculum	9
Credit hours required in research support courses	0
Credit hours in required concentrations	24
Credit hours in dissertation research	0
Total credit hours required for completion	**33**

Work-Based Learning: Students completing the Human Performance Concentration will be required to complete a practicum (ED 690 Worksite Training Practicum). The other concentration areas will not require work-based learning.

Professional Licensure/Accreditation: The proposed MEd in Training and Development is not designed to lead to professional licensure or certification, though individuals currently holding a Class B Teaching Certificate through the Alabama State Board of Education may be eligible for increased pay upon completion of the degree. There is no specialized accreditation entity for this discipline.

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

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

2) Self-Enrichment Education Teachers (SOC 25-3021, appears on the Statewide In-Demand List)

3) Postsecondary Teachers (SOC 25-1000, appears on the Statewide In-Demand List)

In addition, the proposed program will also qualify in-service P-12 teachers for additional compensation, based on an advanced degree. The proposal was accompanied by eight letters of support, representing the following organizations: Northwest-Shoals Community College, Cullman Economic Development Agency, Calhoun Community College, Wallace State Community College-Hanceville, Alabama Office of Apprenticeship, Enterprise State Community College, Drake State Community and Technical College, and Pensacola State College. The support from community colleges reflects the demand for educators trained to teach working professionals.

Student Demand: A student interest survey was emailed to students in the Colleges of Education and Arts and Sciences. Ninety-eight students responded. Most respondents (73%) were interested in pursuing the proposed master's program. The concentrations focusing on training (59%) and instructional design (58%) were also of interest to respondents. Additionally, most respondents are interested in a completely online program (84%), in both 5-8-week (72%) and 15-week (58%) delivery formats.

Resources:
Faculty:
Current Primary Faculty:
Full-time: 6
Part-time: 0
Support Faculty—
Full-time: 2
Part-time: 1

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

Six full-time faculty members will serve as primary instructors in the program, and a further two full-time faculty members will serve as supporting instructors. In addition, one part-time College of Education faculty member will support the program. Modest additional funding will be required to compensate current faculty for taking on additional teaching loads or to hire adjunct instructors to meet demand.

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

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

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

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

Library: The Kares Library's collection relating to Training and Development contains 7,612 monographs published in the last ten years, of which, 7,507 are e-books and the remaining 105 are print; subscriptions to several databases; and sharing agreements with other libraries that will help support this program. Modest additional investments are needed to extend the collection for this program. For the first year, ATSU will allocate $1,850 for nine books and two new journal subscriptions, and in years 2-7, $1,478 for six books and two journal subscriptions.

Program Budget: Over the first seven years, the program will require estimated new funds of $155,492. The program is expected to generate $530,442 through tuition.

Attachment 3

Athens State University
Master of Education in Training and Development

Course Number and Title	Number of Credit Hours	* If New Course
Core Courses	**9**	
ED 505 Research and Professional Communication	3	*
CE 510 Culture, Diversity, and Ethics in the Workplace	3	
ED 515 The Adult Learner	3	*
Concentrations: Students Select Two	***24***	
Concentration – Instructional Systems Design	**12**	
ID 520 eLearning Design	3	
ID 620 Advanced eLearning Design & Instructional Strategies	3	
ID 500 Foundations of Development, Design, & Performance	3	*
ID 610 Personnel Training Design and Development	3	*
Concentration – Instructional Media Development	**12**	
ID 530 Digital Asset Design and Creation	3	*
ID 630 Digital Lesson and Training Development OR ID 635 Special Project in Digital Lesson and Training Development	3	* *
ID 540 Multimedia Development for Digital Environments OR ID 545 Special Projects in Multimedia Development	3	* *
ID 640 Digital Training Delivery	3	*
Concentration – Leadership	**12**	
ED 600 Industrial Management and Team Building	3	
ED 610 Technology for Educational Leaders	3	
ED 560 Mindful Leadership	3	
ID 610 Personnel Training Design and Development	3	
Concentration – Human Performance	**12**	
ED 510 Technology for Teaching and Training	3	
ED 550 Performance Analysis & Assessment	3	
ED 690 Worksite Training Practicum	3	
ED 580 Training & Development in the Modern Workplace	3	
Total MEd in Training and Development:	**33**	

DECISION ITEM: B-2b

<u>Athens State University, Master of Fine Arts in Integrative Design (CIP 50.0702)</u>

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Fine Arts (MFA) in Integrative Design.

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 Spring 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 4.8, based on the proposal.

2. That the annual average number of graduates for the period 2025-26 through 2030-31 (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 National Association for Schools of Art and Design (NASAD).

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.

Athens State University (ATSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 MFA leverages the unique state-of-the-art facilities available at the Alabama Center for the Arts in Decatur to support concentration areas in Ceramics, Media and Digital Arts, and Painting and Drawing.

2. The proposed program will contribute to the growing community art hub in the Decatur/Athens area. The proposal includes letters of support from several trustees of the Alabama Center for the Arts Foundation and the nearby Cook Museum of Natural Science attesting to the contributions that the program will make.

3. ATSU has substantially revised the proposed MFA based on peer feedback to include additional faculty support, more appropriate enrollment targets, and a clearer pathway to specialized accreditation.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Athens State University revised proposal, dated December 2022, with supplementary information. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
INSTITUTION: Athens State University
PROGRAM: Master of Fine Arts in Integrative Design (CIP 50.0702)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	**TOTAL**
FACULTY	$45,600	$45,600	$73,200	$73,200	$73,200	$73,200	$73,200	$457,200
LIBRARY	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	$0	$0	$0	$0	$0	$0	$0	$0
EQUIPMENT	$0	$0	$0	$0	$0	$0	$0	$0
STAFF	$0	$0	$0	$0	$0	$0	$0	$0
ASSISTANTSHIPS	$0	$0	$0	$0	$0	$0	$0	$0
OTHER	$4,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$16,000
TOTAL	$49,600	$47,600	$75,200	$75,200	$75,200	$75,200	$75,200	$473,200

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
TUITION	$55,836	$55,836	$75,602	$75,602	$75,602	$75,602	$75,602	$489,682
TOTAL	$55,836	$55,836	$75,602	$75,602	$75,602	$75,602	$75,602	$489,682

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	4	5	5	5	5	5	4.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	5	7	7	7	7	7	6.7
TOTAL HEADCOUNT	Year 1 - No data reporting required	9	12	12	12	12	12	11.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	4	5	5	5	5	4.8

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	3	4	4	5	4	5	4.2

Attachment 2

Summary of Background Information

Master of Fine Arts in Integrative Design
Athens State University

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

Program Description: Athens State University is proposing a Master of Fine Arts in Integrative Design with the aim of creating artist-scholars who contribute to a well-educated community and a well-trained workforce in the arts. This program will offer students advanced specialized training in art in three areas: 1) Media and Digital Arts, 2) Painting and Drawing, and 3) Ceramics. This choice of focus will allow our students to develop advanced skills that, upon graduation from Athens State, will prepare them for a competitive professional art career in relevant career tracks. Students have access to state-of-the-art facilities and equipment, including the latest technologies in 3-D scanning/modeling, an expansive ceramics lab offering Salt Kiln technology (among the most specialized firing methods, unique within Alabama), and a state-of-the-art digital recording studio. To earn their degree, MFA students are required to present a successful thesis exhibition and written defense during their final semester.

Student Learning Outcomes: Learning outcomes for the MFA in Integrative Design are for students to be able to:

1. Develop a disciplined professional practice of art making in integrative design with an emphasis in developing a variety of design-thinking techniques in areas like contextual relevance, immersions, systems thinking, and social responsibility, using advanced technical knowledge and skill across media.

2. Activate and perform their knowledge of Augmented Reality/Virtual Reality (AR/VR) in real-world situations to solve real problems (resembling the traditional apprenticeship model). Inquiry activities, sharing and collaborating, individual empowerment through choice (immersive AR, VR), and authentic assessment (performance in a real laboratory) will serve as proofs.

3. Design and pursue increasingly sophisticated practice-led research questions and projects necessary to sustain life-long careers as artist-scholars.

4. Create and participate in collaborative projects with creative development teams within the Alabama Center for the Arts.

5. Engage in critical response around their own artwork and that of other artists both verbally and in writing. Discuss the diverse cultural, historical, and experiential contexts and issues expressed and inherent in one's own artwork as well as in that of one's peers.

6. Produce a thesis integrating discipline-specific theory in a practice-led project appropriate to their field and concentration within the MFA program.

7. Professionally present, articulate, and exhibit art work at the Alabama Center for the Arts, both in digital and analog form.

Administration: The program will be administered by the College of Arts and Sciences, Dr. David Ragsdale, Dean, and the Department of Visual and Performing Arts, Dr. Pamela Keller, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were initially reviewed by the Alabama Council of Graduate Deans (ACGD) in Spring 2022. Several respondents indicated that there were serious issues with the program design and resources available to support the proposed MFA, which is the terminal degree in the discipline. Based on this feedback, ATSU substantially revised its proposal and resubmitted in December 2022. In March 2023, ATSU was asked to address the revisions with the ACGD representatives at its quarterly meeting. Subsequently, institutions

had the opportunity to provide another round of feedback. Four institutions responded, noting in particular that revised proposal included additional faculty support, more appropriately projected enrollments, and addressed questions around the facilities and equipment. Two respondents noted that they would have preferred to see ATSU meet additional implementation milestones for its recently approved BFA program.

Public Review: The revised program proposal was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following Alabama institutions offer related terminal degrees:

1. Jacksonville State University, MFA in Visual Communication and Design (CIP 50.0401, NASAD accredited)

2. University of Alabama, MFA in Studio Art (CIP 50.0702, NASAD accredited)

3. University of South Alabama, MFA in Creative Technologies and Practice (CIP 50.0706)

Relationship to Existing Coursework: ATSU currently offers a Bachelor of Fine Arts (BFA) in Art (CIP 50.0702) with four concentration areas: Ceramics, Graphic Design, Painting and Drawing, and Multimedia Design. The BFA was approved by the Commission in December 2020. In addition, ATSU has offered a BA in Art since 2010.

Collaboration: ATSU is an anchor collaborator with Calhoun Community College in the Alabama Center for the Arts (ACA) facility in downtown Decatur, which houses 44,000 square feet of state-of-the-art facilities and equipment supporting visual art education in Computer Graphics, Ceramics, Multimedia Design, and Painting and Drawing. The City of Decatur, Downtown Decatur, and Morgan County work together to promote and support the facilities and programs at the Alabama Center for the Arts. ATSU notes that it was the intention of the proponents of the ACA to create engaging and community-focused educational programs in the visual arts, and the MFA degree will advance that shared goal. The proposal includes letters of support from several trustees of the ACA Foundation and the nearby Cook Museum of Natural Science attesting to the contributions that the program will make.

In addition, a residence hall serving the ACA, located just one block southeast from the ACA, is already under construction and will contribute importantly to the affordability of housing for both the traditional and low-residency MFA populations. The residence hall, scheduled to be opened by Spring 2024, will exclusively serve the students of Athens State and Calhoun Community College who are educated at the Alabama Center for the Arts.

Specialized Accreditation: ATSU plans to seek specialized accreditation for the proposed program through the National Association of Schools of Art and Design (NASAD) and is currently a candidate for accreditation for its BFA program, with full accreditation anticipated in Spring 2024.

Admissions: Applicants must have an undergraduate degree in art, either a BA or a BFA, or an MA from an accredited institution. Students will be required to produce three letters of recommendation, show a portfolio of 20 works in their proposed concentration, apply with a GPA of 3.0 or higher, and maintain a GPA of 3.0 or higher.

Mode of Delivery: Students may complete the program through traditional face-to-face instruction or through a low-residency hybrid model, in which students may shift the modality of their instruction each semester. The low-residency option allows distance learning students to experience intensive three-week mini-sessions of in-person instruction once per year alongside their traditional student counterparts, which will instill an important sense of artistic community among all students. In addition, post-pandemic technologies, such as hi-flex and active-flex, are in use at the ACA and across campus to facilitate the engagement of distance learning students alongside their traditional peers.

Curriculum:
     Program Completion Requirements:

Credit hours required in program core	18
Credit hours required in concentration	33
Credit hours in thesis/dissertation	9
Total credit hours required for completion	**60**

The MFA includes three areas of specialization: Media and Digital Arts, Painting and Drawing, and Ceramics. Each concentration will immerse students in an intense period of study where advanced theories, methodologies, and techniques are integrated across modalities. Studio concentration electives and residency will be met through Mentored Studies I-IV (AR500, AR508, AR600, AR608) and specific courses in areas of concentration.

The Media and Digital Arts Concentration will focus on a variety of strategic design elements common to the rapidly changing modern marketplace, such as photography, graphic design, videography, motion design, virtual environments, multimedia, digital audio recording, and User Experience (UX) and User Interface (UI) design, as well as training in Augmented, Virtual, and Mixed Reality design (AR, VR, and MR, respectively). Students develop core digital skills while learning the value of working together in a creative environment and blending art and design to explore digital futures. Students will also work directly with area industry and community partners through real-world testing and internships. The program is designed for applicants with a demonstrated background in digital media/design who desire a multifaceted education, drawing from more than one area within the digital media space. Studies culminate with both a visual and written thesis.

The Painting and Drawing Concentration includes a strong emphasis on the advanced development of drawing and painting as a form of communication in the 21st century. Students will 1) explore experimental and expanded practices in animation, new media and digital painting; 2) use critical theory to analyze new and relevant analogue and digital works in contemporary art and animation; and 3) experiment with stop-motion, digital painting, installation and other 2D and 3D techniques to develop language and conceptual skill as an independent artist or professional animator. Faculty encourage students to pursue independent art practice and freelance creative work as well as a means of developing entrepreneurship and an independent practice. Throughout the program, students are expected to acquire, develop, and refine skills and to engage in an exploration of personal expression and ideas. This program assists students in developing an advanced level of visual critique and aesthetics, as well as conveying a sense of content and meaning. What makes this area of concentration stand out from others is its practical approach—it is technical (focused more on developing particular techniques and skills), but painting and drawing students are coached on the commercial aspects of working as an artist within the larger market context. Studies culminate with both a visual and written thesis.

The Ceramics Concentration offers the opportunity for studio work involving both technical and conceptual challenges. Through questioning and experimentation, students work to consolidate materials and processes while developing strong conceptual and expressive ideas. Students will pursue individual areas of interest, which may include innovative fabrication of functional or sculptural forms. Work in the studio is complemented by courses in clay and experimental glaze formulation, kiln construction, and ceramic history and aesthetics. Students will work closely with a faculty advisor to ensure guided exploration to develop maturity and expertise. Studies culminate with both a visual and written thesis. Making this area of concentration unique in the region is the salt kiln technology and state-of-the-art ceramics facilities at the ACA, particularly the Atmospheric Firing technology.

Work-Based Learning: Students will participate in a required course devoted to community art practice (AR 530 Graduate Studio Community Project). In this course, students are required to initiate or contribute to a community-engagement art project. These projects may include student-designed murals, participatory installations or performances, or arts education opportunities for underserved communities. Students in this course will develop leadership and organizational skills as they coordinate and lead projects, identify opportunities for public art and socially-engaged projects, begin collaborations and partnerships, continue with or revitalize existing arts endeavors, and develop art projects that reflect the needs and interests of diverse communities involved. In addition, all students will also complete a

semester as an intern either in a business related to their program's focus or in an art course relevant to the student's training.

Industry Need: The population in and around Decatur and Athens is increasing as a result of economic and industry expansion, and Decatur is emerging as an arts hub within the region. This status is bolstered by the Alabama Center for the Arts (ACA), which was built primarily for educational purposes.

The proposed concentrations in the MFA in Integrative Design program map to 10 different occupations with an average salary of $66,040 in the State of Alabama. According to Lightcast Q2 2022 Data Set (July 2022), Independent Artists, Writers, and Performers have had a 27% increase in job opportunities in 2022 in both Alabama and the United States, while Graphic Designers saw a 12% increase in jobs in Alabama and a 4% increase nationwide. Additionally, individuals may seek the MFA as the terminal degree in the field leading to college-level teaching positions. The proposal also included a letter of support from Red Sage Communications, one of the largest advertising agencies in North Alabama, attesting to the need for a strong pool of talent in graphic design and related fields.

Student Demand: In Fall of 2021, the Art faculty at Athens State surveyed current students and alumni, receiving 100 total responses. From that sample, 32 people indicated a desire to pursue a terminal degree, the MFA, at Athens State University. Two others were interested but not sure, and two responded that they had already earned the MFA. As of May 5, 2022, seven people were on a contact list to enroll in the MFA program if it is approved. Institutional Research data showing past performance of the current BFA program and the "competitive landscape" data offered from the employment analytics and market software, Lightcast, have been used to identify, select, process, and analyze information regarding student demand for the MFA Program. Peer reviewers noted that drawing data on student demand from current and former undergraduates does not provide an adequate projection since competitive candidates tend to pursue the MFA at a different institution than where they earned their BFA/BA.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 6
Part-time: 4
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

The program plans to hire one part-time faculty member beginning in the program's first year. This position will be replaced with or converted to one full-time faculty member beginning in Year 3, if enrollment and tuition revenue are sufficient. The new faculty member will be required to hold an MFA from an accredited institution of higher education with a focus on multimedia/design.

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. ATSU notes that the facilities to support the MFA program are already in place at the 44,000-sqaure-foot Alabama Center for the Arts in Decatur, AL. The facility access to studios, tools, and equipment to support the three proposed

concentrations, while encouraging collaboration and exchange across disciplines, such as with theater, music technology, set and lighting design, performance space, digital technology, 3D scanning labs, and a print center.

Library: The Athens State University Kares Library currently provides access to 586 monographs that support Art and Art History of which 215 are print and the remainder are eBooks. The library provides subscriptions to *Art Full Text*, which includes 388 active indexed and abstracted journals of which 265 are peer-reviewed. It also includes 14,000 indexed art dissertations and 229,000 indexed art reproductions. It covers art topics such as advertising, archaeology, crafts, folk art, graphic arts, interior design, video, film architecture, art history, and more. In addition, the library has access to *ArtStor* via its JSTOR subscription. The *ArtStor* Collection provides 3+ million images from leading museums, photo archives, scholars, and artists. Other relevant subscriptions include ProQuest Central Arts & Humanities Database and JSTOR Arts & Sciences I Collection. In addition, the library budget includes dedicated funds for art (studio and graphic) and art history monographs.

Other: The program will incur costs associated with accreditation through NASAD.

Program Budget: The proposal projected that $473,200 in new funds will be required to support the proposed program over the first seven years. A total of $489,682 will be available through tuition.

Attachment 3

Athens State University
Master of Fine Arts in Integrative Design

COURSE NAME	Hours	*If new
Program Core	**18**	
AR 503 Seminar I	3	*
AR 512 Art Pedagogy	3	*
AR 526 Critical Theories in Visual Culture	3	*
AR 530 Graduate Studio Community Project	3	* WBL
AR 543 Art Entrepreneurship Residency	3	*
AR 602 Seminar II	3	*
Required Research	**9**	
AR 616 Thesis Design	3	*
AR 700 Thesis Research and Writing	3	*
AR 701 Exhibition and Thesis Defense Residency	3	*
Concentration Core	**12**	
AR 500 Mentored Studies I	3	*
AR 508 Mentored Studies II	3	*
AR 600 Mentored Studies III	3	*
AR 608 Mentored Studies IV	3	*
Students must complete 21 credit hours in one of three concentration areas + electives:		
Ceramics Concentration	**21**	
AR 516 Research in Glaze Chemistry and Kiln Design II	3	*
AR 522 New Media; Alternative Firing Processes	3	*
AR 560 Special Workshop Arts and Crafts	3	*
AR 561 Multimedia Installation	3	*
AR 568 Topics in the History of Ceramics	3	*
Program Electives	6	
Media and Digital Arts Concentration *select 21 hours from*	**21**	
AR 505 UX/UI Design-Graphic Design for the Web	3	*
AR 506 Multimedia Production Workshop	3	*
AR 510 Digital Recording and Editing	3	*
AR 520 Principles of Scenic and Lighting Design	3	*
AR 540 Digital Animation and Graphic Design	3	*
AR 546 Virtual Environments	3	*
AR 555 Projects in New Media	3	*
AR 570 Modernism and Post-Modernism in Design	3	*
Painting and Drawing Concentration	**21**	
AR 501 Advanced Figure Studies	3	*
AR 502 Integrative Painting Materials &Techniques	3	*
AR 511 Topics in Narrative Painting	3	*
AR 513 Portrait Painting and Drawing	3	*
AR 518 Senior Studio: Refining a Cohesive Body of Work	3	*
AR 521 Seminar: Sacred Art in History	3	*
Program Electives	3	
Program Total	**60**	**credit hours**

WBL indicates course involves work-based learning.

DECISION ITEM: B-3

<u>Auburn University, Bachelor of Science in Public and One Health (CIP 51.2201)</u>

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science (BS) in Public and One 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 30.8, 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 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.

Auburn University (AU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 is designed to meet the program requirements for specialized accreditation set by the Council on Education for Public Health (CEPH).

2. The combination of agriculture, animal sciences, and veterinary medicine programs at Auburn University position the program to complement rather than compete with public health offerings at other institutions. The program originates from one of the longest-standing animal health instructional programs in the country housed within the College of Veterinary Medicine and is uniquely situated to provide instruction in zoonotic infectious disease, a recognized threat to human health as demonstrated by the current pandemic, which resulted from a virus that originated in animals.

3. The proposed program expands the undergraduate public health minor currently offered by the College of Veterinary Medicine into a transdisciplinary, standalone major. Elective coursework will be drawn from a number of disciplines, including Anthropology, Rural Sociology, Human Sciences, Chemistry, and Environmental Sciences.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Auburn University proposal, dated March 2023, 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: Auburn University
PROGRAM: Bachelor of Science in Public and One 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	$149,500	$153,985	$314,605	$324,043	$333,764	$343,777	$354,090	$1,973,764
STAFF	$123,500	$127,205	$209,021	$215,292	$221,751	$228,403	$235,255	$1,360,427
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	$52,000	$53,560	$55,167	$56,822	$58,526	$276,075
OTHER	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL	$273,000	$281,190	$575,626	$592,895	$610,682	$629,002	$647,871	$3,610,266

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	$327,840	$532,740	$983,520	$1,290,870	$1,741,650	$1,967,040	$2,069,490	$8,913,150
TOTAL	$327,840	$532,740	$983,520	$1,290,870	$1,741,650	$1,967,040	$2,069,490	$8,913,150

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	26	48	63	85	96	101	69.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	26	48	63	85	96	101	69.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	10	22	25	42	41	45	30.8

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	10	20	30	40	50	30

Attachment 2

Summary of Background Information

Auburn University
Bachelor of Science in Public and One Health

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

Program Description: The BS in Public and One Health program (PAOH) will be offered to undergraduate students through the College of Veterinary Medicine to prepare them for success in public health positions or graduate and professional programs. By highlighting One Health principles throughout the curriculum, program graduates will obtain a comprehensive public health education that emphasizes the interconnectedness and mutual interdependency of humans, animals, and the environment. Students will learn core concepts of public health and population health, including the science of health and disease. Emphasis will be placed on prevention of disease, health promotion, and actions/interventions that can be taken to improve health of humans, animals, and the environment.

Student Learning Outcomes: Learning outcomes of the BS degree in PAOH include the following:

1. Core concepts of public health and population health.
2. Science of health and disease in humans and animals.
3. One Health principles and issues including food insecurity, emerging and zoonotic diseases, global biosecurity, climate change impacts on health, antimicrobial resistance, and emergencies and disasters.
4. Epidemiology and biostatistics, including data collection, use, and analysis.
5. Environmental health: effects of environmental issues on human and animal health, as well as human impacts on ecosystems and animal health (wild and domestic).
6. Concepts of health promotion and behavior, including program planning and public health-specific communication.
7. Health systems, policies, laws, and ethics in the US and globally.

Administration: The program will be administered by the College of Veterinary Medicine, Dr. Calvin Johnson, Dean; and the Public and One Health program, Dr. Frank F. Bartol, Associate Dean and Professor.

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). No responses were received.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

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

- Athens State University (BS in Public Health, CIP 51.2201)
- Jacksonville State University (BPH 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)

AU notes that the unique combination of agriculture, animal sciences, and veterinary medicine programs at Auburn University position their program to complement rather than compete with public health offerings at other institutions. The program originates from one of the longest-standing animal health

instructional programs in the country housed within the College of Veterinary Medicine and is uniquely situated to provide instruction in zoonotic infectious disease, a recognized threat to human health as demonstrated by the current pandemic, which resulted from a virus that originated in animals. The curriculum will explore public health through a transdisciplinary lens, exposing students to combined expertise in public health, animal health, agriculture, biological and biomedical sciences, human sciences, and environmental sciences.

Relationship to Existing Coursework: The College of Veterinary Medicine has offered an undergraduate public health minor for over a decade. This minor will remain an option for interested undergraduate students following implementation of the new Public and One Health major program. The College of Veterinary Medicine offers graduate programs in Biomedical Sciences (CIP 26.0102) and Veterinary Medicine (CIP 01.8001). In addition, the College of Forestry and Wildlife Sciences offers a Graduate Certificate in One Health (CIP 03.0599). Elective coursework will be drawn from a number of disciplines, including Anthropology, Rural Sociology, Human Sciences, Chemistry, and Environmental Sciences.

Collaboration: Collaboration between Auburn University, the University of Alabama, and the University of Alabama at Birmingham (UAB) is desirable and mutually beneficial for all institutions. The scope of the public health discipline is broad. Therefore, students in the different programs would benefit from collaborative efforts as exposure to more diverse faculty within the public health discipline would provide a more robust public health education. Additionally, PAOH students would benefit from collaborations with the Edward Via College of Osteopathic Medicine (VCOM). Unique opportunities for PAOH students to be more involved with VCOM faculty include service learning and/or participation in community health outreach programs.

Admissions: There are no specific requirements for prior education or work experience for acceptance into the program. Acceptance to Auburn University as an undergraduate student is the only requirement.

Mode of Delivery: The proposed program will be delivered 100% in-person.

Curriculum: AU plans to develop 4 new courses for the program: PAOH 5100: Zoonoses and Infectious Disease; PAOH 5200: Program Planning and Theories of Health Promotion; PAOH 5400: Environmental Health; and PAOH XXXX: One Health Seminar.

    Program Completion Requirements:
Credit hours required in program courses	43
Credit hours in general education or core curriculum	42
Credit hours required in support courses	26
Credit hours in required or free electives	9
Credit hours required in required research	0
Total credit hours required for completion	**120**

There are no specific options or concentrations for the major program. The student services coordinator and faculty advisors will be involved in guiding students to carefully select courses that align with their interests and future plans for employment or further education. If a student desires to apply to medical or veterinary school after graduation, all pre-medical or pre-veterinary coursework can be taken within 120 credit hours, while still satisfying all required coursework for the PAOH major.

Work-Based Learning: The PAOH major requires a three-credit service-learning course, PAOH 4910: Observing Needs in Public Health. Through 40 hours of service to a local organization, students develop an understanding of the importance of volunteers and community-level organizations to meet human and/or animal health needs. Organizations are focused on assisting those who are disadvantaged or who have unmet physical or mental health needs. Example organizations include food pantries, palliative or hospice care providers, medical clinics for people with low income, and organizations that serve people with disabilities.

Specialized Accreditation: Coursework within the Public and One Health undergraduate major was designed to align with the domains and competencies required for accreditation by the Council on Education for Public Health (CEPH), the national accrediting body for schools and programs in public health. Accreditation will be sought in accordance with the appropriate timeline after the PAOH program is initiated.

Professional Certification/Licensure: The program is not designed to lead to professional certification. Further education/training beyond the bachelor's degree is not required for community health workers or management analysts. Some medical and health services manager positions may require 0-5 years of related work experience. Students wishing to pursue this path may seek options to gain experience in the Observing Needs course to make them more competitive entry-level candidates. Further education would be required for any graduates choosing to pursue any of the following: Masters of Public Health (MPH); Doctor of Public Health (DrPH); Doctor of Osteopathy (DO); Medical Doctor (MD); Doctor of Veterinary Medicine (DVM); Dentist (DMD or DDS); or Pharmacist (PharmD).

Industry Need: The BS in PAOH is designed to prepare graduates for a range of employment, including the following:

1) Community Health Workers (SOC 21-1094): A state of Alabama Personnel job title corresponding to this is a Disease Intervention Specialist, which is a specific type of community health worker. This position requires a bachelor's degree in any major. PAOH graduates would be uniquely suited for this position with knowledge obtained relating to public health and disease.

2) Medical and Health Services Managers (SOC 11-9111): A BS degree accompanied by less than five years of related work experience is typically required for entry-level Medical & Health Services Manager jobs. Graduates from the PAOH program will obtain skills that will make them competitive candidates for Medical and Health Services Manager positions including health communication, health policy, law, and ethics, data skills, and program planning. According to the U.S. Bureau of Labor Statistics, Medical & Health Services Manager positions are growing much faster than average. (Included on the Alabama State Demand Occupations List)

3) Management Analysts (SOC 13-1111, included on the Statewide In-Demand Occupations List): A BS degree is the typical requirement for entry-level positions. The PAOH program provides graduates with skills necessary for this position including study design, data analysis, and program planning. According to the US Bureau of Labor Statistics, the outlook for Management Analysts is growing much faster than average.

Graduates from the PAOH program will be entering an increasingly favorable job market, as supported by the external market analysis conducted by the Educational Advisory Board (EAB) for the proposed PAOH program in January 2022. This analysis showed a strong employment demand for professionals with bachelor's level public health training, and employment is projected to increase both regionally and nationally. The EAB identified the following top regional and national employers seeking bachelor's-level public health applicants: Humana, Anthem, UnitedHealth Group, the Department of Health, Takeda Pharmaceutical Company, Merck, AbbVie, and Thermo Fisher Scientific.

Additionally, in May of 2021, the Biden-Harris administration announced an investment of $7.4 billion via the American Rescue Plan in order to hire and train public health workers. This investment includes funds for state, local, and territorial public health departments and certain nonprofits to hire epidemiologists, disease intervention specialists, laboratory personnel, communication and health policy experts, community health workers, case investigators, environmental health specialists, and other public health care workers. Funding from this program prioritizes underserved and low-income communities, which will greatly benefit the people of Alabama.

Student Demand: The College of Veterinary Medicine currently has 68 students enrolled and taking classes in their public health minor program. A total of 109 students have graduated with the public health minor to date. Interest in the public health minor program has increased substantially in the past two years. As an example, the Introduction to Public Health course had 22 students in fall 2021, while there were 45 students in this same course one year later in fall 2022, more than double the enrollment of the

previous year. Also, in 2022, an ad hoc anonymous survey via Qualtrics was administered to students in the public health minor. Responses (n=28) indicated that 43% of students in the minor would have either majored or double-majored in public health had it been available to them earlier and 36% indicated they were currently interested in double-majoring in public health along with their current major.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 2
Part-time: 0
Support Faculty—
Full-time: 4
Part-time: 0

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

Minimum qualifications for a new faculty member include a Masters of Public Health (MPH). Desired qualifications include extensive teaching or public speaking experience and an advanced degree such as Doctorate of Public Health (DrPH), Medical Doctorate (MD), Doctorate of Veterinary Medicine (DVM), PhD, or specific board certifications relating to public health or preventive medicine. One new full-time faculty member will be hired in Year 1 of the program, and one additional full-time faculty member will be hired in Year 3.

Staff: Two support staff will be hired in Year 1, including one coordinator of student services and one administrative support specialist.

Assistantships: Beginning in Year 3, AU will offer two graduate assistantships for students enrolled in graduate programs through the College of Veterinary Medicine.

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

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

Library: Auburn University Libraries provide robust support for all students and faculty with extensive collections spanning over 5.5 million print and eBooks, 250 thousand journal titles, and 250 databases. The Auburn community has access to broad multidisciplinary resources, such as the Web of Science and Academic Search Premier databases, as well as subject-specific resources including over 300 public and one health-relevant journals and the GIDEON (Global Infectious Disease and Epidemiology Network) database. Interlibrary Loan significantly extends access to resources unavailable through current holdings.

Program Budget: The proposal projects that $3,610,266 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 $8,913,150 through tuition and student fees.

Attachment 3

Auburn University
Bachelor of Science in Public and One Health

Course Number and Title	Number of Credit Hours	* If New Course
ENGL 1100 English Composition I	3	
ENGL 1120 English Composition II	3	
Social Science core (Example: AGEC 1000 Global Issues)	3	
COMM 1000 Public Speaking	3	
Literature core (Example: ENGL 2250 American Literature before 1865)	3	
History core (Example: HIST 1010 World History I)	3	
Fine Arts core (Example: ARTS 1610 Introduction to Art History)	3	
History core (Example: HIST 1010 World History II) OR Social Science core (Example: GEOG 1010 Global Geography)	3	
Humanities core (Example: PHIL 1030 Ethics and the Health Sciences)	3	
Social Science core (Example: SOCY 1000 Sociology Global Perspective)	3	
COMM elective: Health Communications elective: choose between COMM 4480 Health Promotion Message and Design or COMM 4490 Health Media Communication or COMM 5470 Health Communication	3	
BIOL 1020, 1021, 1030, 1031 Principles of Biology and Organismal Biology with labs	8	
STAT 2510 Statistics for Biological and Health Sciences	3	
CHEM 1030, 1031, 1040, 1041 Fundamental Chemistry 1 and 2 with labs	8	
BIOL 3200 and 3201 Microbiology with lab	4	
MATH 1610 Calculus	4	
NTRI 2000 Nutrition and Health (3 credits) OR ANSC 3400 Animal Nutrition (4 credits)	3-4	
WILD 5750 Analysis for Environmental and Health Data	4	
PAOH 2100 Introduction to Public Health	3	
PAOH 3010 Introduction to Epidemiology	3	
PAOH 4830 Global and Comparative Health Systems	3	
PAOH 4910 Observing Needs in Public Health	3	WBL
PAOH 5100 Zoonoses and Infectious Disease	3	*
PAOH 5200 Program Planning & Theories of Health Promotion	3	*
PAOH 5400 Environmental Health	3	*
PAOH XXXX One Health Seminar	2	*
WILD 5200 Disease Ecology	3	
HDFS 5930 Society and Health	3	
Restricted Electives: choose from the following: HUSC 2000 Hunger: Causes, Consequences, & Responses (3) RSOC 3560 Environment, Society, and Justice (3) RSOC 5610 Rural Sociology (3) ANSC 3000 Herd Health Management (3) HADM 3000 Gateway to Healthcare Administration (3) ANTH 3600 Medical Anthropology (3)	15	

KINE 4450 Physical Activity and Public Health (3) ENVI 5100 Climate Change Impacts (3) POUL 5160 Principles of Food Safety (3) ECON 5700 Health Economics (3) HUSC 5950 Seminar on Health Ecology and Equity (3) CHEM 2070 Organic Chemistry I (3) CHEM 2071 Organic Chemistry I Lab (1) CHEM 2080 Organic Chemistry II (3) CHEM 2081 Organic Chemistry II Lab (1) BCHE 3200 Principles of Biochemistry (3) PHYS 1500 General Physics I (4) BIOL 4100 Cell Biology (3) BIOL 3000 Genetics (3) NURS 2120 Contemporary Topics in Women's Health (3) NURS 5420 Population Health Outcomes (3)		
Free Electives (8 or 9 credits depending on choice of nutrition elective above)	8-9	
Total Credit Hours for BS in Public and One Health	**120**	

WBL indicates the course requires work-based learning.

DECISION ITEM: B-4a

University of Alabama, Bachelor of Arts in Applied Liberal Arts and Sciences (CIP 24.0101)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Arts (BA) in Applied Liberal Arts and Sciences.

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 in 2024-25 will be at least 40, 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 information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and/or acceptance into a graduate program.

The University of Alabama (UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 BA in Applied Liberal Arts and Sciences will provide a more flexible path to graduation for at-risk students with the goal of improving retention and graduation rates. The program is structured around completion of two existing minor courses of study with 36 hours of upper-division credit.

2. This program will not compete with existing programs as students will not be recruited for this degree-completion 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 proposal, dated March 2023. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY							
INSTITUTION: University of Alabama							
PROGRAM: Bachelor of Arts in Applied Liberal Arts and Sciences (CIP 24.0101)							

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	**TOTAL**
FACULTY	$66,000	$67,320	$68,666	$70,040	$71,440	$72,869	$74,326	$490,661
STAFF	$157,080	$160,221	$163,426	$166,694	$170,028	$173,429	$176,897	$1,167,775
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	$223,080	$227,541	$232,092	$236,734	$241,468	$246,298	$251,223	$1,658,436

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	$960,853	$960,853	$960,853	$960,853	$960,853	$960,853	$960,853	$6,725,971
TOTAL	$960,853	$960,853	$960,853	$960,853	$960,853	$960,853	$960,853	$6,725,971

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	40	40	40	40	40	40	40
PART-TIME HEADCOUNT	Year 1 - No data reporting required	25	25	25	25	25	25	25
TOTAL HEADCOUNT	Year 1 - No data reporting required	65	65	65	65	65	65	65
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	40	40	40	40	40	40	40

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	20	20	20	20	20	20	20

Attachment 2

Summary of Background Information

University of Alabama
Bachelor of Arts in Applied Liberal Arts and Sciences

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

Program Description: The BA in Applied Liberal Arts and Sciences is designed strictly for degree completion by current University of Alabama students, or those enrolled at UA within the last five academic years, who have not demonstrated adequate progress toward their degrees and are not on track to graduate within six years of their college start date. To be eligible for admission to the program, students must have completed at least 80 credit hours with at least 30 hours earned in residence at UA, while pursuing a declared major in one of UA's bachelor's degree programs. The degree will be comprised of two existing minors, with at least one of the two minors offered in the College of Arts and Sciences, to be selected and approved upon admission to the program and in consultation with an assigned advisor.

Student Learning Outcomes: Learning outcomes of the BA in Applied Liberal Arts and Sciences include the following:

- Demonstrate the ability to approach problems by combining two or more disciplines in their plan of study.
- Apply principles of liberal arts education through iterative statements of integration that synthesize across disciplines.
- Identify processes of inquiry relevant to their stated career aspirations.
- Demonstrate workforce readiness by applying critical and creative thinking skills across two or more disciplines.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Joseph Messina, Dean; and New College, Dr. Julia A. Cherry, Director.

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 (CUCAOs). No responses were received.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The program is not intended for current or transfer students who are otherwise capable of completing an established major but students who are looking for a non-traditional, or possibly faster, path to graduation. Nor is it designed for students who have not finished their majors due to financial reasons. Prospective students will not be recruited to UA to enroll in this degree-completion program; therefore, this degree program will not be in competition with similar programs in the state. For these reasons as well as to ensure that the program can retain students and help them graduate in a timely manner, students will not be able to declare this major for themselves.

Other state institutions have degree-completion programs in interdisciplinary studies or general studies, but they are aimed at assisting their current students to reach graduation and, in most cases, have different degree requirements that distinguish them from this program. Further, this proposed program is not designed to recruit new students to the university but to help current or recent UA students with 80 or more credit hours complete their degrees, thereby improving the University's retention and 4- and 6- year

graduation rates. For these reasons, UA does not anticipate competition with similar programs at other institutions in the state.

Relationship to Existing Coursework: This program is distinct from other programs on campus, although there may be some overlap with the BA/BS in Interdisciplinary Studies (CIP 30.0000) offered through New College as well. The Interdisciplinary Studies (IDS) degree includes a track for on-campus students and another track for non-traditional students known as LifeTrack, which has a lower coursework residency requirement. Unlike the existing IDS programs, the proposed program in Applied Liberal Arts and Sciences is designed as a degree-completion program and aims at improving 4- and 6-year graduation rates. It is designed for students who have been enrolled in the last five years and have completed more than 80 credit hours. Returning adult students who are seeking a distance option and can meet the 30-hour residency requirement would be referred to LifeTrack.

Collaboration: UA does not have plans for collaboration at this time.

Admissions: Admission for the program is by invitation only, and UA does not plan to recruit first-time or returning students to the program. To be eligible for admission, students (including transfer students) must have completed at least 80 credit hours, with at least 30 hours earned in residence at UA, and have been pursuing a declared major in one of UA's baccalaureate programs. Students will be referred to the program by their academic advisor or other partners based on underperformance in recent/current major. Admission to the Applied Liberal Arts and Sciences major will occur following submission of a one-page statement of academic and professional goals by the student, a consultation with a program representative (i.e., the Director or Assistant Director), and a DegreeWorks review of eligibility performed by program administrators or staff.

Mode of Delivery: The proposed delivery format will be a mix of in-person and online options for on-campus students. While there is no limit to the number of online courses students can count toward the major, it is unlikely that online coursework will constitute more than 50% of the coursework required for completion of the major.

Curriculum: The Applied Liberal Arts and Sciences major requires students to complete two existing UA minors with at least one minor in the College of Arts and Sciences (CAS). Courses for the major can include any approved, active course for an existing minor at UA. Minors vary in credit hour requirements from 15-24 hours with most requiring at least 17. Thus, the major can vary from 30-48 credit hours depending on the approved minors that students include in their major.

Program Completion Requirements**:**

Credit hours required in program courses:	30-48
Credit hours required in general education:	53
Credit hours required in support courses:	0
Credit hours in required or free electives:	19-37
Credit hours in required research:	0
Total credit hours required for completion:	**120**

The degree program allows previously completed coursework completed in semesters prior to admission to be applied to the major. Thus, many of the early semester courses are likely to have been completed prior to the final three semesters during which students are declared as "Applied Liberal Arts and Sciences" majors. Students may be admitted to the major after 80+ earned credit hours.

For each approved minor, students must complete at least six upper-level hours in residence for a total of 12 upper-level hours in the major. Because of the large number of combinations possible for the major, it is not feasible to list all possibilities for required coursework, but these requirements are specified in the UA catalog for each minor the student is approved to pursue upon admission to the degree program. In addition to the requirements for the major, students will complete the general education requirements for the College of Arts and Sciences; complete a new one-credit hour capstone experience course ("Course X") aimed at workforce readiness and application of their major in their future careers; complete a total of

120 credit hours with at least 36 hours at the upper level (including at least six upper-level hours completed in residence per approved minor); and earn a minimum 2.0 GPA in all areas (UA, overall, and each approved minor for the major). The new Capstone Course will be proposed for review during the 2022-2023 academic year for inclusion in the UA catalog as early as Fall 2023. Students will be subject to the requirements for the approved minors as specified in the UA catalog for a student's catalog year. All requirements for the degree must come from the same catalog year.

Work-Based Learning: The program will not require work-based or experiential learning.

Accreditation: There is no specialized accrediting body for the proposed program.

Industry Need: Completion of the BA in Applied Liberal Arts and Sciences is primarily designed for degree completion and prepares students for a wide range of careers that require baccalaureate degrees, such as Supervisors of Retail Sales Workers (SOC 41-1011), General and Operations Managers (SOC 11-1021), and Market Research Analysts (SOC 13-1161). Because of the numerous minors available at UA, the Applied Liberal Arts and Sciences major will provide a range of entry-level opportunities for in-demand occupations in the state. The liberal arts equip students with critical thinking and problem-solving skills that allow them to perform in, and adapt to, occupations within these fields and more. Depending on their desired industry, some students may require further education or training for entry-level employment.

Student Demand: To assess student demand, UA's Office of Institutional Research and Assessment (OIRA) provided preliminary reports from Fall 2010 through Summer 2021 of students who had completed 80 or more credit hours and then stopped attending the University. These initial reports identified 1,631 from the College of Arts and Sciences (CAS). Many of these students might have benefited from this degree path and could have utilized existing coursework to fulfill at least one minor in CAS. After removing those students who had gone on to earn degrees from other institutions or had been on academic suspension, there were 926 students who would possibly be eligible for a degree completion program. Of those students, 240 (25.9%) had already earned more than 120 credit hours at UA without completing requirements for an existing major on campus, highlighting the need for degree-completion options at UA.

To gauge interest in returning to UA to complete their degree, the CCSS surveyed these 926 students by email. This Qualtrics survey included a simple yes-no question about interest in returning to UA to finish their degrees and an optional comment box to address any perceived obstacles or challenges to returning to school. Of the 926 students contacted, 39 responded to the survey (4.2% response rate). Of the respondents, all 39 (100%) expressed a desire to complete a degree at UA. Although the response rate for the CCCS survey was low, it was successful as a first attempt to re-engage these students.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 0
Part-time: 0
Support Faculty—
Full-time: 19
Part-time: 0

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

The program will be administered and supported by the Director of New College (current full-time support faculty), who is a tenured faculty member in the College of Arts and Sciences. This person supervises 19 faculty and 4 staff, among other duties. As a program drawing on curriculum offered by faculty in other departments, courses for completion of the two minors in the major will be taught by existing UA faculty from across campus with expertise in their home disciplines.

UA expects to hire one new faculty member to support the program. The Assistant Director of Applied Liberal Arts and Studies will be filled either by the reassignment of an existing faculty or hiring of a new person. UA proposes that this position will be modeled after the Assistant Director for New College's IDS major as a renewable contract assistant professor or full-time renewable contract senior instructor. The new director will oversee the day-to-day operations of the major, manage the admission process, perform program assessments, assist with advising, and teach the new, required capstone course.

Staff: UA plans to hire 2-3 dedicated staff members for the program. The program will hire a dedicated FT Associate Registrar to manage student records, track requirements, assist with advising, construct the major from existing minors in DegreeWorks, perform degree audits, and certify degrees. The program will also hire dedicated advisor(s) to handle the highly individualized and "high-touch" advising of at-risk students to ensure successful and timely completion of degrees. UA estimates one advisor per 80-100 majors and plans to initially hire 1-2 advisors for the launch of the program. This ratio is in line with the current advising structure for the LifeTrack program, which offers interdisciplinary and individualized majors to non-traditional students.

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 current status of library collections, including online and on-campus resources, is adequate to support the proposed program. UA Libraries has a wealth of resources to support existing CAS minors, as well as other minors on campus. Currently, UA has access to 680 databases, which provide access to historical newspapers and digitized archival documents; historic and contemporary academic journals with coverage to the most current issues; film and video across a wide range of topics; reference; and e-book collections. Library holdings include nearly 90 thousand electronic journals, over 2 million eBooks, and over 5.3 million print volumes. UA Librarians regularly review and purchase new literature as fields develop.

Program Budget: Over the first seven years, the program will require $1,658,436 in new funds over the first seven years of the program and is expected to generate a total of $6,725,971 through tuition.

Attachment 3

University of Alabama
Bachelor of Arts in Applied Liberal Arts and Sciences

Code and Title	Hours
Required Minor Area 1	15-24
Required Minor Area 2	15-24
General Education	53
Free Electives	19-37
Course X (New Capstone)	1
Total Hours	120

DECISION ITEM: B-4b

<u>University of Alabama, Bachelor of Science in Data Science (CIP 30.7001)</u>

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

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

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 1, 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 in 2025-26 will be at least 27.5, based on the proposal.

2. That the annual average number of graduates for the period 2025-26 through 2030-31 (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 BS in Mathematics (CIP 27.0101) continue to 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 (UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 program will prepare graduates for careers as computer and information research scientists, a fast-growing field that continues to expand with Alabama's knowledge economy.

2. Currently, UA students who want to study Data Science need to double major in Mathematics and Computer Science or get a dual degree. The proposed degree will enable students to pursue more focused studies.

3. The proposed program would be the first standalone undergraduate major in Data Science.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of Alabama proposal, dated March 2023. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY							
INSTITUTION: University of Alabama							
PROGRAM: Bachelor of Science in Data Science (CIP 30.7001)							

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	**TOTAL**
FACULTY	$397,980	$405,940	$414,059	$422,340	$430,787	$439,403	$448,191	$2,958,700
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	$397,980	$405,940	$414,059	$422,340	$430,787	$439,403	$448,191	$2,958,700

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	$898,480	$1,235,410	$1,235,410	$1,347,720	$1,684,650	$2,021,580	$2,358,510	$10,781,760
TOTAL	$898,480	$1,235,410	$1,235,410	$1,347,720	$1,684,650	$2,021,580	$2,358,510	$10,781,760

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	55	55	60	75	90	105	73.3
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	55	55	60	75	90	105	73.3
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	15	20	25	30	35	40	27.5

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	20	20	15	20	25	30	21.7

Attachment 2

Summary of Background Information

Bachelor of Science in Data Science
University of Alabama

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

Program Description: The BS in Data Science is designed to provide a comprehensive and up-to-date course of study in the mathematical theory and algorithms used to explore, understand, and analyze large sets of data. The program, an interdisciplinary effort between the departments of Mathematics and Computer Science, will equip students with the experience and knowledge needed to understand and implement current machine learning and artificial intelligence algorithms, as well as to provide a foundation for learning novel techniques as they arise.

Student Learning Outcomes: Learning outcomes of the BS in Data Science include the following abilities:

1. Formulate real-world questions that can be answered with data and find the data needed to address those questions.

2. Use databases to store and access data and use programming techniques to handle messy or incomplete data sets.

3. Understand the mathematical and computational theories behind different data science techniques and use these theories to justify their choice of models to apply to a given data set.

4. Implement algorithms, including machine learning/ artificial intelligence models, in a higher-level programming language and use them to analyze data.

5. Communicate their technical analysis and conclusions both in writing and orally, while making use of appropriate visualizations.

6. Describe and reason about the ethical and social questions surrounding issues in computing and the collection, processing, and analysis of data.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Joseph Messina, Dean; and the Department of Mathematics, Dr. David Cruz-Uribe, 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 April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Currently, five universities in Alabama offer related programs, though most are at the graduate level:

- Auburn University, MS in Data Science and Engineering (CIP 11.0802)
- Auburn University, Graduate Certificate in Data Science (CIP 30.7001)
- Jacksonville State University, BS in Computer Science, Concentration in Data Science (CIP 11.0701)
- Jacksonville State University, BS in Computer Information Systems, Concentration in Data Science (CIP 11.0401)
- University of Alabama in Huntsville, BS in Computer Science, Concentration in Data Science (CIP 11.0101)

- University of Alabama in Huntsville, Undergraduate and Graduate Certificates in Data Science (CIP 30.7001)

- University of Alabama at Birmingham, MS in Data Science (CIP 11.0401)

- University of West Alabama, MS in Data Science (CIP 30.7001), proposed June 2023

In addition, several universities offer Data Analytics as a major within the College of Business, which is more similar to UA's proposed BS in Business Statistics. If approved, the proposed program would be the first standalone major in Data Science offered at the undergraduate level.

Relationship to Existing Coursework: The Department of Mathematics offers a related concentration in Statistics and Optimization within its BS in Mathematics (CIP 27.0101), which has some overlap with the proposed major. However, that concentration is more narrowly focused and does not include the same amount of computing background or a requirement for a machine learning or artificial intelligence course as in the proposed degree. The Department of Information Systems, Statistics, and Management Science in the College of Business is currently proposing a major with a focus on statistics in business. While related, this program would focus primarily on applications in business and does not require the same depth in computing and mathematical techniques.

Collaboration: UA has no plans to explore program collaboration with other institutions at this time but welcome the opportunity to discuss future possibilities. Within the institution, the program will depend on the close collaboration of the Departments of Mathematics in the College of Arts and Sciences and the Department of Computer Science within the College of Engineering.

Admissions: Applicants must be high school graduates who are preferably placed to take MATH 125 Calculus I, although this is not a requirement.

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

Curriculum: The Data Science major requires the completion of a minor or a second major. A 2.0 grade point average in the major is required for completion of the degree. A minimum of 12 hours of 300- or 400-level courses in the major must be earned on the UA campus. The program does not plan to offer any options/concentrations. Students with double majors in computer science may substitute MATH 311 Intro Scientific Computing in place of CS 301 Database Management Systems to complete the Data Science major, as CS 301 is required for the computer science program. UA will create 4 new courses for the program.

Credit hours required in program core	33
Credit hours in general education courses	54
Credit hours required for support courses	0
Credit hours in required minor or second major	33
Credit hours in required research	0
Total credit hours required for completion	**120**

Work-Based Learning: Work-based learning is not required. However, the curriculum will require the completion of a capstone course that implements the data handling, analysis, and presentation techniques taught in the rest of the coursework. Curriculum guides for data science programs advise the inclusion of such a capstone, preferably project based, whenever feasible.

Accreditation: Currently, there is no specific agency which accredits data science programs. However, ABET is piloting accreditation programs under the Computing Accreditation Commission (CAC) and Applied Natural Sciences Accreditation Commission (ANSAC). UA intends to pursue accreditation through this program after it becomes available. This will allow the proposed program to develop fully before being accredited.

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

- Data Scientists (SOC 15-2051)

- Mathematicians (SOC 15-2021)

- Computer and Information Research Scientists (SOC 15-1221)

In Alabama, Computer and Information Research Scientists are among the top fastest growing occupations from 2020 to 2030. Glassdoor currently lists 10,130 job openings in data science nationwide. Of these, 102 positions are available in Alabama. Furthermore, the demand for data scientists has grown significantly in the past five years. In 2017, Glassdoor ranked Data Scientist as its best job of the year and listed 4,184 openings nationwide at the time of those rankings. It has remained one of the top three jobs in the US rankings since. The growth from 4,184 to 10,130 in 5 years represents 19% yearly growth in job postings for data scientists. In addition, this growth is expected to continue for the next decade. The US Bureau of Labor Statistics projects that demand for computer and information scientists will grow by 22% from 2020 to 2030, much faster than the average for all occupations.

Student Demand: The UA Mathematics Department offers a Statistics and Optimization concentration within its major, which approximately 50 students are currently pursuing. Considering enrollment in the associated minor in Mathematical Statistics, there are about 80-90 students with declared interests in statistics. Additionally, there are about 70 students who list both a major in Mathematics and a major or minor in Computer Science. UA expects this group of students to be representative of the students who will be most interested in a Data Science major. Of these, 43 have Computer Science as their primary major and Mathematics as a secondary major. Thirteen are pursuing the concentration in Statistics and Optimization within the Mathematics major.

UA also surveyed all students currently enrolled in MATH 227 Calculus III and MATH 355 Theory of Probability in Spring 2022. These two math courses were chosen because they will occur at the transition from more general background to the more specific courses for the proposed major and include most of the students we expect to be interested in the major. Of the 1,556 students surveyed, 340 responded. Of those, 38% (128 students) selected a 4 (interested) or 5 (extremely interested).

Resources:

Faculty:
Current Primary Faculty:
Full-time: 11
Part-time: 0

Support Faculty—
Full-time: 9
Part-time: 0

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

Support Faculty—
Full-time: 2
Part-time: 0

UA will hire two tenure track faculty, one in each of the Mathematics and Computer Science departments, along with another non-tenure track support faculty member for each department. The new positions in Mathematics will focus on building interdisciplinary collaborations and contribute to the development of Data Science at UA, while in Computer Science the focus will be on machine learning or artificial intelligence.

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 UA Libraries have extensive collections that meets the demands of the program. In particular, the Rodgers Library for Science and Engineering has extensive holdings in computer science, mathematics, and statistics. In addition, the library offers digital access to many recent titles published by major science and engineering publishers, such as Springer.

Program Budget: The proposal projected that $2,958,700 in estimated funds to hire four new faculty positions will be required to support the program over the first seven years. UA projects that the program will generate $10,781,760 through tuition.

Attachment 3

Bachelor of Science in Data Science
University of Alabama

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses	**54**	
EN101 English Composition	3	
EN102 English Composition	3	
Core Writing Requirement (satisfied by the major requirements: MATH 301, CS 301)	6	
Literature Core Requirement	3	
Computer or Foreign Language Core Requirement (satisfied by major required courses: CS 101, 201)	6	
Fine Arts Core Requirement	3	
History Core Requirement	3	
Additional HU, FA, or L	6	
Additional HY or SB	9	
Natural Science Core Requirement	8	
Mathematics Core Requirement (Will be satisfied by major required courses: MATH 125)	4	
Program Courses	**66**	
MATH125 Calculus I (Mathematics Core Designation) or MATH145 Honors Calculus I	4	
MATH126 Calculus II or MATH146 Honors Calculus II	4	
MATH227 Calculus III or MATH247 Honors Calculus III	4	
MATH237 Introduction to Linear Algebra	3	
MATH238 Ordinary Differential Equations	3	
MATH301 Discrete Mathematics	3	
CS100 CS I for Majors or CS110 Honors CS I for Majors	4	
CS101 CS II for Majors or CS111 Honors CS II for Majors	4	
CS201 Data Structures and Algorithms	4	
MATH355 Theory of Probability	3	
MATH359 Mathematical Theory of Data Science	3	*
MATH451 Math Stats w/Application I	3	
CS301 Database Management Systems	3	
CS451 Data Science	3	
CS470 Computer Algorithms	3	
MATH493 Capstone in Data Science	3	*
Depth Requirement: Take two courses from the following:	**6**	

MATH410 Numerical Linear Algebra	3	
MATH421 Non-Linear Optimization Theory	3	
MATH452 Math Stats w/Application II	3	
MATH457 Stochastic Processes I	3	
CS455 Social Media Data Analytics	3	
CS484 Machine Learning and Optimal Control	3	*
Ethics Requirement: Take one from the following:	**3**	
CS340 Legal and Ethical Issues in Comp	3	
CS347 Cyber Law and Ethics	3	
Machine Learning/ Artificial Requirement: Take one from the following:	**3**	
CS465 Artificial Intelligence	3	
CS452 Information Retrieval	3	
CS/ECE483 Intro to Machine Learning	3	
PH451 Machine Learning	3	*
Total Credit Hours for Degree in Data Science:	**120**	

DECISION ITEM: B-4c   University of Alabama, Bachelor of Science in Business
                                             Statistics (CIP 52.1302)

Staff Presenter: Dr. Robin McGill
                                             Deputy Director for Academic Affairs

Staff Recommendation: That the Commission approve the proposed Bachelor of Science
                                             (BS) in Business Statistics.

                                             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 1, 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 in 2025-26 will be at least 16.5, 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 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 data
                                                 on related employment and/or acceptance into a graduate
                                                 program.

                                             The University of Alabama (UA) will be required to phase out the
                                             program if any of the post-implementation conditions are not
                                             met. The institution must present documentation regarding the
                                             post-implementation conditions, as well as a general assessment
                                             of the program, in a report submitted to the Commission no later
                                             than September 1, 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 BS in Business Statistics will build on existing expertise within UA's College of Business and will not require any additional resources to implement.

2. Since a significant proportion of business students choose to pursue double majors, the proposed Business Statistics program will provide a complementary undergraduate major for students whose primary major is accounting (forensics and IT audit), finance (actuarial science), or operations management.

3. The proposed program is designed to prepare graduates for employment in the following occupations: Statisticians (SOC 15-2041); Data Scientists (SOC 15-2051); Actuaries (SOC 15-2011); Management Analysts (SOC 13-1111, appears on the 2022-2023 Statewide In-Demand List); and Market Research Analysts and Marketing Specialists (SOC 13-1161, appears on the 2022-2023 Statewide In-Demand List).

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of Alabama proposal, dated March 2023. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY							
INSTITUTION: University of Alabama							
PROGRAM: Bachelor of Science in Business Statistics (CIP 52.1302)							

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	$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							
	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	$127,680	$138,780	$351,580	$468,160	$564,380	$851,200	$1,180,580	$3,682,360
TOTAL	$127,680	$138,780	$351,580	$468,160	$564,380	$851,200	$1,180,580	$3,682,360

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	7	17	22	27	40	55	28
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	7	17	22	27	40	55	28
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	7	10	12	15	25	30	16.5

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	7	10	11	14	24	13.2

Attachment 2

Summary of Background Information

Bachelor of Science in Business Statistics
University of Alabama

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

Program Description: The BS in Business Statistics is designed to provide a base knowledge of statistical methods, the applications of these methods to various disciplines, and the mathematical underpinnings of statistical theory. The curriculum focuses on a core set of methods, including applied computational methods, and demonstrates how these methods can be used in everyday decision-making in a business environment. The program will enable students to enter the workforce providing an immediate positive impact to their employers by leveraging their knowledge of statistical analysis.

Student Learning Outcomes: Learning outcomes of the BS in Business Statistics include the following:

1. Develop a knowledge of the base theory behind statistical methods and distributions.

2. Identify and apply appropriate statistical methods, models, and software to analyze and solve complex problems.

3. Demonstrate the ability to effectively work with others in a team environment.

4. Communicate the results of complex statistical methods and models to appropriate organizational entities.

Administration: The program will be administered by the College of Business, Dr. Kay Palan, Dean; and the Department of Information Systems, Statistics, and Management Science, Dr. John Mittenthal, 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). No responses were received.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Currently, five universities in Alabama offer related bachelor's degrees:

- Auburn University (CIP 52.1301, BSBA in Business Analytics)

- Troy University (CIP 52.1301, BSBA in Business Analytics)

- University of Alabama in Huntsville, (CIP 52.1301, BSBA in Analytics, approved March 2023)

- University of Montevallo (CIP 52.1301, BS in Data Analytics)

- University of North Alabama, (CIP 52.1301, BSBA in Management Science: Data Analytics)

Relationship to Existing Coursework: UA currently offers an MS in Applied Statistics (CIP 27.0601) and an MS in Business Analytics (CIP 52.1302). The proposed degree will share multiple courses with an existing minor in Mathematical Statistics and with the BS in Mathematics (CIP 27.0101) Concentration in Mathematical Statistics and Optimization. In addition, UA's College of Arts and Sciences is proposing a related degree, the BS in Data Science (CIP 30.7001), to be considered at the June 2023 meeting. Both proposed degrees will include courses covering similar topics but from different perspectives.

Collaboration: UA has no plans to explore program collaboration with other institutions at this time.

Admissions: Applicants must have a 2.0 overall GPA, must pass all lower-division and functional field requirements with a C- or better, and must complete 61 hours in order to take Business Statistics major courses at the 300/400 level. At most, 60 hours may be transferred from a two-year school or from credit by examination (such as AP courses). Up to 90 hours can be transferred from a four-year institution, but at least 30 hours must be taken at UA.

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

Curriculum: UA 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	43
Credit hours in general education courses	54
Credit hours required for support courses	8
Credit hours in required or free electives	15
Credit hours in required research	0
Total credit hours required for completion	**120**

Work-Based Learning: Work-based learning is not required for this program.

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

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations: Statisticians (SOC 15-2041); Data Scientists (SOC 15-2051); Actuaries (SOC 15-2011); Management Analysts (SOC 13-1111, appears on the 2022-2023 Statewide In-Demand List); and Market Research Analysts and Marketing Specialists (SOC 13-1161, appears on the 2022-2023 Statewide In-Demand List). The US Bureau of Labor Statistics projects a 33% increase in the number of statistician jobs from 2020 to 2030. According to the Bureau of Labor Statistics, the typical entry-level education for positions in statistics is a master's degree. While not required, UA expects that many students will choose to pursue graduate degrees upon the completion of their major.

Student Demand: Over the last two years, average annual enrollments in existing Business Statistics courses were as follows: OM 375 (66.5 students), ST 452 (15.5 students), ST 454 (10.5 students), ST 455 (6.5 students), ST 440 (11.5 students). The OM 375 course is taken by students majoring in Operations Management, and UA expects an increase in the enrollment in other classes as well, once the Business Statistics (BS) program is approved. UA administered a survey in Fall 2022 asking students if there was a Business Statistics undergraduate program at UA when they started, would they have considered choosing it as their major (or one of their majors). The survey was distributed to four groups:

- 1,065 students in ST 260 Statistics Data Analysis: 29% responded Yes
- 56 Mathematics majors (not in actuarial science): 64.7% responded Yes
- 55 Actuarial Science minors: 85% responded Yes
- 292 Finance and Economics majors: 50.8% responded Yes

Resources:

Faculty:
Current Primary Faculty:
Full-time: 11
Part-time: 1

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

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

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

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 University of Alabama provides extensive library and learning resources available to students, staff, and faculty across campus. The size of the library system is notable and meets the demands of a large research institution, as well as the specialized needs of the Culverhouse College of Business, including the Department of Information Systems, Statistics, and Management Science. The UA Libraries are comprised of a central library and four branch libraries, one of which is the Angelo Bruno Business Library. The Bruno Library is conveniently located in the Culverhouse College of Business complex, immediately adjacent to buildings housing business faculty offices and student classrooms. In addition to over 3.7 million volumes available at the main and branch libraries, the collection includes large digital repositories of online journals, databases, e-books and streaming video that supplement physical offerings. A focus on usability and student-centered learning has led to increased access to digital resources, and new modes of resource selection and content delivery including demand driven acquisitions for academic monographs and streaming video.

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 $3,682,360 through tuition.

Attachment 3

Bachelor of Science in Business Statistics
University of Alabama

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses that Overlap Core Requirements	**28**	
EN101 English Composition (Freshman Composition Core Designation)	3	
EN102 English Composition (Freshman Composition Core Designation)	3	
MATH125 Calculus I (Mathematics Core Designation) or MATH145 Honors Calculus I	4	
EC110 Principles of Microeconomics (Social/Behavioral Science Core Designation) or EC112 Honors Prin of Microeconomics	3	
EC111 Principles of Macroeconomics (Social/Behavioral Science Core Designation) or EC113 Honors Prin of Macroeconomics	3	
ST260 Statistical Data Analysis (Computer Science Core Designation)	3	
GBA300 Business Communications (Writing Core Designation)	3	
OM300 Intro Operations Management (Computer Science Core Designation)	3	
GBA490 Strategic Management (Writing Core Designation)	3	
Remaining General Education Courses	**26**	
Electives	**15**	
Required Support Courses	**8**	
MATH126 Calculus II or MATH146 Honors Calculus II	4	
MATH227 Calculus III or MATH247 Honors Calculus III	4	
Program Courses	**43**	
GBA146 Professional Development I	1	
GBA246 Professional Development II	1	
MIS200 Fundamentals of MIS	3	
AC210 Intro to Accounting or AC211 Honors Intro to Accounting	4	
LGS200 Legal Environment of Business or LGS201 Legal Environment of Business II	3	
GBA346 Professional Development III	1	
MGT300 Org Theory & Behavior	3	
MKT300 Marketing	3	
FI302 Business Finance	3	
Culverhouse International Focus Course	3	
ST360 Intermediate Stats Methods	3	
OM375 Statistical Quality Control	3	
ST440 Statistical Programming and Computing with R	3	

ST452 Applied Regression Analysis	3	
ST454 Statistical Inference I	3	
ST455 Statistical Inference II	3	
Total Credit Hours for Degree	**120**	

DECISION ITEM: B-5a

University of Alabama at Birmingham, Bachelor of Arts in Writing and Media (CIP 23.1301)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Arts (BA) in Writing and Media.

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 11, 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 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.

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 is designed to prepare graduates for employment in media and communications, including as copywriters, technical writers, media strategists, and editors.

2. The Writing and Media program will capitalize on UAB's position as an Adobe Creative Campus, which makes the industry standard suite of Creative Cloud programs available at no cost to students and faculty.

3. The curriculum will combine two of the English Department's existing concentrations, Professional Writing and Creative Writing, along with relevant electives from other departments (e.g., Art, History, Communications Studies, and Theatre). This will ensure that students graduate with the digital skills they need to succeed in the workforce.

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 March 2023. 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 Arts in Writing and Media (CIP 23.1301)

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	$87,293	$87,293	$87,293	$87,293	$87,293	$436,465
STAFF	$0	$0	$0	$32,431	$32,431	$32,431	$32,431	$129,724
EQUIPMENT	$0	$0	$20,000	$0	$0	$0	$20,000	$40,000
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	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL	$0	$0	$107,293	$119,724	$119,724	$119,724	$139,724	$606,189

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	$87,074	$137,020	$186,966	$284,427	$352,937	$416,806	$1,465,230
TOTAL	$0	$87,074	$137,020	$186,966	$284,427	$352,937	$416,806	$1,465,230

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	10	13	24	30	35	19.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	4	4	5	5	6	4.3
TOTAL HEADCOUNT	Year 1 - No data reporting required	9	14	17	29	35	41	24.2
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	0	7	11	14	16	18	11

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	4	4	8	10	12	7.6

Attachment 2

Summary of Background Information

University of Alabama at Birmingham (UAB)
Bachelor of Arts in Writing and Media

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

Program Description: The BA in Writing and Media is an integrated program designed to provide students with the interdisciplinary skills they need to become content creators and allow them to combine various courses related to written media in order to acquire an exciting, versatile, practical, and highly employable degree. In today's world, writing in print form, such as in magazines and newspapers, is often combined with an online presence that includes photos, graphics, and videos, as well as links to blogs, podcasts, online forums, social media platforms, and other media. The program will combine two of the English Department's existing concentrations, Professional Writing and Creative Writing, along with relevant electives from other departments (e.g., Art, History, Communications Studies, and Theatre). This will ensure that students graduate with the digital skills they need to succeed in the workforce.

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

1. Demonstrate effective professional, technical, and creative writing skills.

2. Compose professional and creative multimodal texts that effectively combine different elements of communication--verbal text, graphics, audio, video, etc.--to express a unified and coherent message.

3. Use creative capacities to enhance digital and non-digital multimodal content.

4. Effectively edit, produce, publish, and promote multimodal content in digital and non-digital platforms.

5. Demonstrate proficiency with industry-standard publishing technologies, including but not limited to those available within Adobe's Creative Cloud platform.

Administration: The program will be administered by the UAB College of Arts and Sciences, Dr. Kecia Thomas, Dean; and the Department of English, Dr. Alison Chapman, 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 (CUCAOs). No responses were received.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Two institutions offer similar standalone programs with a central focus on writing:

- University of Alabama in Huntsville, BA in Writing (CIP 23.1301)

- University of Montevallo, BA/BS in Communication Studies (CIP 23.1304)

Several other institutions offer related baccalaureate programs with a central focus on communication arts (CIP 09.0101 or similar).

Relationship to Existing Coursework: Many of the courses that will likely be foundational for this program already exist in the English catalog and are offered regularly (although no existing curriculum allows students to combine them into one integrated degree). These courses focus on equipping students with first-rate rhetorical skills and on developing their imaginative and creative capacities, including the following: Writing in Birmingham, EH 203; Writing for Health Professions, EH 206; Editing in Professional Contexts, EH 304; and Developing Digital Documents, EH 340. A number of affiliated courses from other departments will serve as electives, including the following: Digital Image and Design Foundations, ARS 103; Visual Media Production, CMST 283; Media and Society, DCS 101; and Playwriting, THR 215. This program will effectively be a fusion of Professional Writing and Creative Writing with the crucial addition of skills and perspectives offered by other disciplines.

Collaboration: UAB has no plans to explore program collaboration with other institutions at this time.

Admissions: The program does not have additional admission requirements. A maximum of 19 credit hours can be transferred in from another institution and applied to the program.

Mode of Delivery: Coursework for the program will be delivered primarily via face-to-face instruction, with some online classes. There is no fixed percentage for online delivery, and the delivery mode will be adjusted around the varying needs of the students and the instructors.

Curriculum: UAB plans to develop two new courses for the program: EH 320: Multimodal Writing and EH 410: History of Text and Text Technologies.

Program Completion Requirements:	
Credit hours required in program courses	39
Credit hours in general education or core curriculum	41
Credit hours required in pre-professional courses	0
Credit hours in required or free electives	40
Credit hours required in required research	0
Total credit hours required for completion	**120**

There will be no formal concentrations within the proposed program as initially conceived.

Work-Based Learning: Students will be required to take EH 411: Capstone Internship, which is a three-credit course that requires students to complete an on-campus or off-campus internship. This could include participating in applied writing projects (an example might be working with a non-profit to provide grant writing assistance). The UAB English Department already has an established internship program with a successful history of placing students in writing-related positions with various community entities (examples include Birmingham Art Museum, Children's Hospital, NPR, The Birmingham Barons, Community Ministries, etc.).

Specialized Accreditation: There is no relevant programmatic accreditation for the BA in Writing and Media. No further education/training will be required for graduates of this program to gain entry-level employment. Jobs data indicates that over 75% of entry-level positions require a bachelor's degree.

Industry Need: The proposed Writing and Media curriculum is designed to prepare graduates for work in the field of media and communications. Burning Glass Technologies projects the following regional employment increases: copywriter (+7.6%); technical writer (+10.9%); web designer (+14.9%); producer (+12.2%); video editor (+17.0%); and media planner (+8.9%). Specifically, within job postings for writers, Burning Glass projects a 9.3% growth for those with social media-related writing; +4.1% for content management; and +5.6% for copywriting. In the past year, 1,018 writing/media-related job listings were posted in Alabama in related fields including: 335 technical writers, 253 social media strategists, 193 writers, 141 user experience designer/ developer/ interface personnel, and 96 other, including content marketing, multimedia designer and web content.

Student Demand: The UAB English Department distributed a survey to current students. Of the respondents, 50% indicated they were "Very Interested" or "Interested" in the program, and 30% indicated they were "Somewhat Interested." The response percentages indicate that students from other concentrations found this program attractive, which means the degree has the potential for strong crossover appeal even within the existing cohort of departmental majors.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 10
Part-time: 0
Support Faculty—
Full-time: 40*
Part-time: 0

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

*Support faculty include fifteen faculty in the English Department and approximately 25 in other departments.

UAB plans to hire two full-time faculty members in stages over the seven-year period, contingent on projected enrollment growth. New faculty must have a terminal degree in rhetoric and composition (PhD), technical writing (PhD), or creative writing (MFA or PhD).

Staff: An advisor (0.5 FTE) may be needed by year 4, depending on enrollments and existing advisor capacities/duties.

Assistantships: No assistantships will be offered for the program.

Equipment: No specialized equipment costs will be required at this time. However, depending on growth, technology upgrades might be needed, such as additional computer classrooms, additional licenses, camera technology, etc. To make sure that this possibility is covered, equipment costs have been included in the overall expense summary.

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

Library: Currently, UAB Libraries provide access to over 25,481 unique items specifically identified within the areas involved with the proposed program including numerous journals, available through both individual print subscriptions and electronic package subscriptions. The libraries provide access to 441 databases and many of them directly address the subjects involved in the proposed program. The students and faculty involved in the proposed program will be liaised by several subject librarians. Reference librarians serve as collection bibliographers for their respective subject areas. Faculty members in each of these areas are encouraged to send in their collection requests to the librarian in person, via email, or through the online request form. Once the requests are received, the librarian makes a final decision based on appropriateness of the materials to the collection and the curriculum and available budget at the time of the request.

Program Budget: The proposal projects that $606,189 in new funds will be required to support the program over the first seven years, with the greatest expenditures going toward faculty and staff hiring. Over the same period, the program is expected to generate a total of $1,465,230 from tuition and fees.

Attachment 3

University of Alabama at Birmingham
Bachelor of Arts in Writing and Media

Course Number and Title	Number of Credit Hours	* If New Course
Core Courses	**41**	
Area I: Written Composition	6	
Area II: Humanities and Fine Arts	12	
Area III: Natural Science and Mathematics	11	
Area IV: History, Social, and Behavioral Science	12	
Program Courses	**39**	
I. Foundational Electives (Select one from the following):	**3**	
EH 205: Introduction to Creative Writing	3	
EH 315: Introduction to Professional Writing	3	
II. Required Courses (Must take both):	**6**	
EH 320: Multimodal Writing	3	*
EH 410: History of Text and Text Technologies	3	*
III. Writing Electives (Select five from the following list)	**15**	
EH 203: Writing in Birmingham	3	
EH 206: Writing for Health Professions	3	
EH 304: Editing in Professional Contexts	3	
EH 305: Beginning Poetry Writing	3	
EH 307: Beginning Creative Nonfiction Writing	3	
EH 309: Beginning Fiction Writing	3	
EH 311: English Internship	3	
EH 335: Public Writing	3	
EH 340: Developing Digital Documents	3	
EH 401: Tutoring Writing	3	
EH 402: Writing in Popular Periodicals	3	
EH 403: Business Writing	3	
EH 404: Technical Writing	3	
EH 405: Poetry Writing Workshop	3	
EH 407: Creative Nonfiction Writing	3	
EH 409: Fiction Writing Workshop	3	
EH 412: Forms of Poetry Writing	3	
EH 413: Forms of Creative Nonfiction	3	
EH 415: Forms of Fiction	3	
EH 429: Creative Writing Special Topics	3	

EH 436: Workshop in Writing for Young People	3	
EH 456: Visual Rhetoric	3	
EH 457: Writing and Medicine	3	
EH 455: Digital Publishing	3	
EH 458: Science Writing	3	
IV. Media Electives (Select four from the following list)	**12**	
HY 300: The Historian's Craft	3	
ARS 100: Drawing Observation and Perception	3	
ARS 101: 2-D Design Foundation	3	
ARS 102: Spatial Solutions	3	
ARS 103: Type and Image	3	
ARS 104: Time and Duration	3	
ARS 110: Visual Literacy Foundations	3	
ARS 280: Creativity and Imagination	3	
DCS 101: Media and Society	3	
DCS 201: History of Documentary Film	3	
DCS 401: Ethnographic Filmmaking/SL	3	
CS 102: Principles of Computer Science	3	
CS 103: Introduction to Computer Science in Python	4	
CS 221: Web Development	3	
CMST 210: Media Writing	3	
CMST 283: Visual Media Production I	3	
CMST 306: Investigative Reporting	3	
CMST 308: Media Writing II.	3	
CMST 320: Introduction lo Advertising	3	
CMST 330: Audio Production	3	
CMST 350: Publication Editing and Design	3	
CMST 360: Feature Writing	3	
THR 215: Playwriting I	3	
THR 216: Screenwriting I	3	
THR 226: Drawing and Rendering for the Theatre	3	
THR 374: Video Editing	3	
VI. Required Internship	**3**	
EH 411: Capstone Internship	3	WBL
University Required General Electives (Can be used toward a double major or minor)	**40**	
Total Credit Hours for BA in Writing and Media	**120**	

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

DECISION ITEM: B-5b   <u>University of Alabama at Birmingham, Master of Science in Global Health (CIP 51.2210)</u>

Staff Presenter: Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation: That the Commission approve the proposed Master of Science (MS) in Global 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 38, 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 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.

University of Alabama at Birmingham 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 is a collaborative effort between UAB's Schools of Medicine and Public Health, with more than 1/3 of the curriculum being developed and managed jointly to model the interdisciplinarity of the education and student experience.

2. The proposed program is designed to meet the program requirements set by the Council on Education for Public Health (CEPH).

3. Through the program, students will have opportunities to collaborate in seminars and special co-curricular programs with other well-established institutions of higher learning in global health in the Americas, Europe, Asia, and Africa already constituted in the global consortium.

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 March, 2023. 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: Master of Science in Global Health (CIP 51.2210)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
FACULTY	$44,854	$119,610	$119,610	$119,610	$119,610	$119,610	$119,610	$762,514
STAFF	$0	$0	$0	$81,900	$81,900	$81,900	$81,900	$327,600
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	$10,906	$27,861	$31,814	$51,745	$57,722	$61,232	$66,767	$308,047
TOTAL	$55,760	$147,471	$151,424	$253,255	$259,232	$262,742	$268,277	$1,398,161

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
REALLOCATIONS	$3,056	$15,063	$0	$0	$0	$0	$0	$18,119
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION + FEES	$52,704	$132,408	$158,760	$224,964	$264,816	$264,816	$288,216	$1,386,684
TOTAL	$55,760	$147,471	$158,760	$224,964	$264,816	$264,816	$288,216	$1,404,803

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	40	50	70	80	90	100	71.7
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	40	50	70	80	90	100	71.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	20	30	40	40	50	50	38.3

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	20	20	30	40	40	50	33

Attachment 2

Summary of Background Information

University of Alabama at Birmingham
Master of Science in Global Health

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

Program Description: The proposed Master of Science (MS) in Global Health will be an interdisciplinary program for students seeking a set of skills for understanding how to effectively work in the global health program and policy arena and to evaluate contemporary health challenges, while thinking about how they might best be solved to improve health and health equity worldwide. This will be a joint program of collaboration between the School of Medicine and the School of Public Health. The curriculum will draw upon the expertise of biomedical scientists and practitioners who work in the international health community, as well as in community, public, and population health professions who also work in cross-cultural and international or global settings. This will be the only master's level global health program to be offered in Alabama and one of very few offered in the US.

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

1. Describe the major causes of morbidity and mortality around the world, and how the risk of disease varies by different regions (e.g., high-income/low-income settings, high-resource/low-resource settings).

2. Describe major global health efforts, including program and policy efforts, to reduce the burden of the major causes of morbidity and mortality as well as disparities in global health (such as Sustainable Development Goals and Global Fund to Fight AIDS, TB, and Malaria).

3. Describe how global trends in healthcare practice contribute to the quality and availability of health and healthcare locally and internationally.

4. Exhibit effective team-building skills and interprofessional values that demonstrate a respect for, and awareness of, the unique cultures, values, roles/responsibilities, and expertise represented by other professionals and organizations that work in global health, particularly within the local health context.

5. Understand the cultural context, including the major psychological, social, economic, and political determinants of health and their impacts on the access to and quality of health services, water and sanitation and climate-related health concerns; and exhibit intercultural competence and communication when examining cross-cultural issues in a variety of global health foci.

6. Collaborate and strengthen innovative capacities with host or partner organizations to assess the organizations' operational capacity and to co-create innovative strategies to strengthen community capabilities and continue to reduce health disparities and improve community health and primary healthcare.

7. Design and evaluate initiatives to address priority global health problems and to advocate for their translation into policy if successful.

Administration: The program will be administered jointly by the School of Medicine, Dr. Anupam Agarwal, Dean; and the Department of Medical Education, Dr. Alan Tita, Chair; in conjunction with the School of Public Health, Dr. Paul Erwin, Dean; and the Department of Health Policy and Organization, Dr. Martha Wingate, 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). Two institutions submitted responses supporting the program.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer related graduate-level programs in Public Health (CIP 51.2201): Jacksonville State University (MPH in Public Health), University of Alabama (MPH in Health Education and Promotion). However, no other university in the state of Alabama offers a graduate degree in Global Health or similar program. In 2020, the University of Alabama launched an undergraduate minor in global health out of the Anthropology department but has not developed any graduate level coursework. The University of Alabama in Huntsville offers some programming through study abroad programs with the nursing school at both undergraduate and graduate levels. Auburn University offers an undergraduate program in Global Studies in Human Sciences (CIP 19.9999) and a Master of Development Practice (CIP 30.2001), which include some global health content.

Relationship to Existing Coursework: This program is related to the existing Graduate Certificate in Global Health Studies (CIP 51.2201). Leveraging the existing courses in global health courses from the School of Public Health will provide some core curriculum while additional courses will be developed in collaboration with faculty affiliated through the School of Medicine. Undergraduate programs which may be related can include the global health concentration curriculum in the School of Public Health BS Degree, the School of Health Professions BS in Health Care Management, the School of Education BS in Community Health and Human Services, the College of Arts and Sciences BS in Neuroscience, and the joint degree in Biomedical Engineering with the School of Medicine and School of Engineering. Recently, undergraduate Neuroscience majors have been granted permission to enroll in graduate education with the global health certificate. Most UAB health-focused degrees and concentrations are focused on US-based health issues. Therefore, we do not anticipate that this new program will replace any existing health degree currently being offered.

Collaboration: We have not yet explored collaboration with other institutions in Alabama to develop the program proposal. However, we are open to the possibility of establishing linkages with professional schools and health professions graduate programs at other universities to facilitate matriculation of qualified applicants into their professional programs.

Through UAB'S Educational Programs and Innovation Consortia (EPIC), UAB has signed an MOU between the two schools to define the space in which they will collaborate and function and are in the process of finalizing an operational agreement and MOU between the School of Medicine and School of Public Health global health administrative and academic units to ensure that efforts are mutually beneficial and assign clear delineation of program goals and objectives.

Admissions: Applicants must satisfy UAB general admission requirements in the graduate school and the School of Public Health; students must maintain an overall GPA greater than/equal to 3.0 in order to remain in good academic standing in the program. If a student's overall GPA falls below 3.0, they will have one semester to bring their overall grade to a 3.0 or better.

Mode of Delivery: Both Tracks of the proposed program will be offered both in-person and online. Track I (Thesis) will be delivered 33% online and Track II (Scholarly Project) will be delivered 50% online.

Curriculum: UAB plans to develop 7 new courses for the program. There are two tracks in this program: Plan 1 (Thesis, 38 credit hours) and Plan 2 (Scholarly Project, 36 credit hours).

Plan 1: Thesis Track Program Completion Requirements:

Credit hours required in program core	23
Credit hours in program concentration	0
Credit hours in required or free electives	9

Credit hours required in research support	6
Total credit hours required for completion	**38**

Plan 2 Scholarly Project Track Program Completion Requirements:

Credit hours required in program core	23
Credit hours in program concentration	0
Credit hours in required or free electives	6
Credit hours required in research support	7
Total credit hours required for completion	**36**

Work-Based Learning: The program will provide experiential learning and opportunities to develop the use of appropriate evidence-based research tools, technologies, and technical skills needed to address global health priorities around the world. This will typically include onsite field research experiences in low- and middle- income country settings. Students will develop these skills in a variety of courses, specifically the Global Health Learning Symposium and Directed Research.

Specialized Accreditation: The UAB School of Public Health has been continuously accredited by the Council on Education in Public Health (CEPH) since 1978. While this research degree (MS) does not require programmatic accreditation, it will be reviewed for the following key components to ensure that the School of Public Health retains its overall accreditation. The criteria for a MS degree offered in schools of public health as outlined by CEPH are:

- Program must meet the foundational knowledge in public health; to meet this criterion, all programs in the UAB School of Public health must require PUH 600.

- Program must offer a culminating research project demonstrating rigor and meeting the program concentration criteria; to meet this criterion, the MS in Global Health will offer a thesis or scholarly project option and an appropriate rubric for the final project has been developed for submission to CEPH.

- UAB's School of Medicine is accredited by the Liaison Committee on Medical Education (LCME) every eight years. The LCME will review any dual degree programs affiliated with the granting of the medical degree (e.g., MD/MBA, MD/MPH) but will not critically assess the curricular content for the affiliated master's programs.

Professional Certification/Licensure: Graduates of the program may seek entry level positions that might require clinical skills or specialized healthcare provider certifications. The MS joint degree will not provide those additional skills to all students; rather, UAB anticipates that students will have been certified in a clinical or other health-related field prior to entering the global health degree program and are continuing their education or they will be supplementing their current program in a dual degree capacity to work in more international/global health settings.

Industry Need: Graduates will be prepared for employment within the following occupations:

1) Medical Scientists, Except Epidemiologists (SOC 19-1042)

2) Medical and Health Services Managers (SOC 11-9111, appears on the 2023 Statewide In-Demand Occupations List)

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

4) Health Education Specialists (SOC 21-1091)

5) Community Health Workers (SOC 21-1094)

A study conducted by the Workforce Subcommittee with the Consortium for Universities for Global Health (CUGH) and in collaboration with USAID, reported that graduates of Global Health and MPH programs with a concentration in global health are employed in schools of public health and schools of medicine, not for profit/non-governmental organizations, and other health related educational institutions with a job title focused on "project management."

Based upon secondary labor market research, public health-related positions are projected to see growth significantly higher than average in Alabama, the Southeast, and the nation by 2031. Growth on the regional level is especially high, with a projected growth rate of 28.3% compared to an average rate of 7%. Medical and Health Services Managers make up the majority of available positions and are responsible for the high growth rates. The top southeast employers are based in Georgia, Florida, and Kentucky. Based on the labor demand, competitive conditions, and an analysis of the competitive region, an MS in Global Health program is likely to succeed.

Student Demand: The current enrollment in the Graduate Certificate in Global Health is the strongest indicator of enrollment projections. Prior to Fall 2019, enrollment in the Graduate Certificate averaged 10 students per year. Since Fall 2019, the average number of enrolled students has increased significantly to 45. Overall, there has been an extraordinary increase in credit hour production from students across UAB enrolling in Global Health courses (159.26% increase in course enrollment since 2019), and the majority (56%) of the students enrolled are not classified as certificate students. The majority who enroll are students pursing a master's or doctoral level education in other programs across campus.

A number of medical students have written the Program Director with the desire to enroll in Global Health coursework and the certificate but are unable to fit the certificate into their timeline towards their MD program. By developing this joint program with the School of Medicine, UAB can broaden the opportunities to offer more global perspectives in health to interested graduate students as well as resolving some of the challenges medical students and other clinical trainees have when seeking a focused global health education. The Mary Heersink Institute plans to work with departments (such as ObGyn, Pediatrics, Medicine and Surgery) to develop post-residency fellowship programs in global health.

Resources:

Faculty:
Current Primary Faculty:
Full-time: 16
Part-time: 0
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: 1
Part-time: 0

The School of Medicine is in the process of hiring a full-time, primary faculty member for the MS joint-degree program in Global Health ($44,854 start-up salary in year one, and then $119,610 per year after). There will also be five faculty assigned to this program. Newly assigned faculty will hold a terminal degree in global health, medicine, or medical science. Faculty will also be actively engaged in global health scholarship on a wide spectrum of global health topics, including sexual and reproductive health, mental health, noncommunicable diseases, and infectious diseases.

Staff: A full-time program manager will be hired as dedicated staff beginning in Year 4, at a cost of $81,900 per year. Two program co-directors (20% FTE each) will be assigned to the administration of the program. Each school (School of Medicine and School of Public Health) will assign a full-time, graduate faculty member to serve as the program co-director(s). The program manager will serve as the primary advisor to students; and as the program grows, UAB plans to hire more advisors and shift the manager to more of a supervisory role over the advisors.

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 library has a range of resources and databases that will support this program, such as the top journals publishing in global health and major research databases like PubMed, including access to a variety of global health films and documentaries.

Other: The program has projected $308,047 in other costs. This covers a 15% administrative fee load on the shared IDGH courses and website and promotional fees. UAB often applies administrative fees when tuition is moved around in a joint/shared capacity.

Program Budget: The proposal projects that $1,398,161 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 $1,386,684 through tuition and student fees. Modest internal reallocations ($18,119) will be required to support the program's start-up costs in Years 1 and 2.

Attachment 3

University of Alabama at Birmingham
Master of Science in Global Health

Course Number and Title	Number of Credit Hours	* If New Course
Plan I Thesis Track		
GHM 601 Foundations of Global Health I	3	*
GHM 602 Foundations of Global Health II	3	*
GHM 604 Global Health Research Methods	3	*
GHS 600 Fundamentals of Global Health	3	
PUH 600 Overview of Public Health	3	
IDGH 620 Global Health Ethics	3	*
IDGH 699 Thesis Research	6	*
IDGH 690 Writing for Global Health	5	*
Approved Electives	9	
Total Credit Hours for MS in Global Health, Plan I:	**38**	

Course Number and Title	Number of Credit Hours	* If New Course
Plan II Scholarly Project Track		
GHM 601 Foundations of Global Health I	3	*
GHM 602 Foundations of Global Health II	3	*
GHM 604 Global Health Research Methods	3	*
GHS 600 Fundamentals of Global Health	3	
PUH 600 Overview of Public Health	3	
IDGH 620 Global Health Ethics	3	*
IDGH 687 Scholarly Project Prep	3	*
IDGH 688 Scholarly Project Directed Research	4	*
IDGH 690 Writing for Global Health	5	*
Approved Electives	6	
Total Credit Hours for MS in Global Health, Plan II:	**36**	

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

DECISION ITEM: B-6a   University of West Alabama, Master of Education in Dyslexia
                                       Therapy (CIP 13.1011)

Staff Presenter: Dr. Robin McGill
                                       Deputy Director for Academic Affairs

Staff Recommendation: That the Commission approve the proposed Master of Education
                                       (MEd) in Dyslexia Therapy.

                                       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 1, 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 8, based on the proposal.

                                       2. That the annual average number of graduates for the period
                                          2025-26 through 2030-31 (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 significant progress
                                          toward, specialized accreditation through the International
                                          Multisensory Structured Language Association Council
                                          (IMSLEC) and the International Dyslexia Association (IDA).

                                       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 pass rates, and
                                          graduate acceptance into doctoral programs.

                                       University of West Alabama (UWA) will be required to phase out
                                       the program if any of the post-implementation conditions are not
                                       met. The institution must present documentation regarding the
                                       post-implementation conditions, as well as a general assessment
                                       of the program, in a report submitted to the Commission no later
                                       than September 1, 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 Dyslexia Therapy program is designed to advance the aims of the Alabama Literacy Act to ensure all elementary students are on reading level by Grade 3. The program is designed to train educators in methods of dyslexia therapy and apply unique strategies and techniques to address reading deficits.

2. This proposal includes eleven letters of support from city and county school districts in Alabama.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of West Alabama proposal, dated February 27, 2023. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
INSTITUTION: University of West Alabama
PROGRAM: Master of Education in Dyslexia Therapy (CIP 13.1011)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	$82,800	$82,800	$82,800	$82,800	$82,800	$82,800	$82,800	$579,600
STAFF	$0	$0	$0	$0	$0	$0	$0	$0
EQUIPMENT	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	$0	$0	$0	$0	$0	$0	$0	$0
LIBRARY	$0	$0	$0	$0	$0	$0	$0	$0
ASSISTANTSHIPS	$0	$0	$0	$0	$0	$0	$0	$0
OTHER	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL	$82,800	$82,800	$82,800	$82,800	$82,800	$82,800	$82,800	$579,600

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	$30,311	$0	$0	$0	$0	$0	$0	$30,311
TUITION	$52,489	$104,978	$138,996	$138,996	$138,996	$138,996	$138,996	$852,447
TOTAL	$82,800	$104,978	$138,996	$138,996	$138,996	$138,996	$138,996	$882,758

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	16	16	16	16	16	14.7
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	4	4	4	4	4	3.7
TOTAL HEADCOUNT	Year 1 - No data reporting required	10	20	20	20	20	20	18.3
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	8	8	8	8	8	8	8

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	8	12	12	12	12	12	11.3

Attachment 2

Summary of Background Information

University of West Alabama
Master of Education in Dyslexia Therapy

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

Program Description: The proposed MEd in Dyslexia Therapy is designed to train candidates in research-based Orton-Gillingham methodology to deliver comprehensive dyslexia therapy to students with dyslexia and related disorders. Candidates who successfully complete the program will also be eligible to sit for the Academic Language Therapy Association (ALTA) examination for the opportunity to gain national certification as a Certified Academic Language Therapist (CALT). The program will be accredited through the International Multisensory Structured Language Association Council (IMSLEC) and the International Dyslexia Association (IDA) and is designed to support the aims of the Alabama Literacy Act. Dyslexia is a neurological disorder that interferes with a person's ability to process language and may lead to difficulties with reading, writing, spelling, and sometimes arithmetic.

Student Learning Outcomes: Learning outcomes of the MEd in Dyslexia Therapy include the following abilities:

1. Learn the characteristics of a variety of disabilities that interfere with language acquisition.

2. Learn the rationale and interpretation of comprehensive assessment reports.

3. Be able to plan and execute therapy to remediate deficit areas.

4. Be able to effectively teach students with reading difficulties and academic challenges using the Orton-Gillingham methodology.

Administration: The program will be administered by the College of Education, Dr. Jan G. Miller, Dean; and the Department of Teaching and Learning, Dr. Reenay Rogers, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Four institutions submitted responses to the proposed program, with two citing a need for additional information on the structure and rigor of the internship coursework.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Within Alabama, The University of Alabama offers post-master's training in dyslexia therapy through its Belser-Parton Literacy Center, based out of the College of Education. Training includes pathways to gaining certification as an Academic Language Therapist or as an Academic Language Practitioner and are accredited by the International Multisensory Structured Language Association Council (IMSLEC), along with the Academic Language Therapy Association. These pathways are currently only offered for professional certification, rather than academic credit. Outside Alabama, the following SREB institutions offer related programs:

- Mississippi College offers an MEd in Dyslexia Therapy

- William Carey University in Mississippi offers an MEd in Dyslexia Therapy

- University of Arkansas offers an online 15-credit Endorsement Program in Dyslexia

- University of Florida offers a Graduate Certificate in Dyslexia Assessment and Intervention

Relationship to Existing Coursework: UWA's College of Education currently offers a BA, MEd, and EdS degrees in both Elementary Education (CIP 13.1202) and Early Childhood Education (CIP 13.1210), along with an EdS in K-6 Collaborative Special Education (CIP 13.1001).

Collaboration: Over the last three years, UWA has collaborated with William Carey University based in Hattiesburg, Mississippi, to offer an MEd in Dyslexia Therapy leading to professional certification using UWA's campus as an off-campus site. This partnership has enabled UWA faculty to gain the requisite training and certifications to develop and deliver the MEd in Dyslexia Therapy on their own.

Admissions: Admission to the program requires a 2.5 GPA in the previous degree earned and students must maintain a 3.0 GPA to remain eligible for the program.

Mode of Delivery: Coursework for the proposed program will be delivered 70% online. Students may also choose to take the program 100% online. These delivery formats are designed to accommodate working professionals.

Curriculum: Full-time students will be able to complete this program in five semesters, and part-time students can complete this program in nine semesters. Ten new courses will be developed for the program.

Program Completion Requirements:

Credit hours required in program core courses	30
Credit hours required in program concentration	0
Credit hours in free electives	0
Credit hours in optional research/practicum	0
Total credit hours required for completion	**30**

Work-Based Learning: The MEd in Dyslexia Therapy requires the completion of six internship courses (24 hours or 80% of the program) in which students will practice dyslexia therapy skills within a school or workplace setting.

Accreditation: The MEd in Dyslexia Therapy program will be accredited through the International Multisensory Structured Language Association Council (IMSLEC) and the International Dyslexia Association (IDA).

Professional Certification/Licensure: The proposed program is designed to lead to professional certification through the Academic Language Therapy Association (ALTA) as a Certified Academic Language Therapist (CALT).

Industry Need: The proposed program will prepare graduates to enhance their employment as Elementary School Teachers, Except Special Education (SOC 25-2021, included on the Statewide In-Demand Jobs list), Special Education Teachers, Elementary School (SOC 25-2056), and Tutors (SOC 25-3041). Graduates of the program will have numerous career opportunities including the following: instructional coach, reading coach, reading specialist, classroom teacher, interventionist, dyslexia specialist, school leadership, reading teacher, educational diagnostician, or academic coach/tutor.

In 2019, the Alabama Literacy Act (ALA) was signed into law based on performance improvements seen in Mississippi through specialized literacy training for educators, which includes techniques adapted from dyslexia therapy. The ALA aims to screen and identify students with reading challenges early and then provide intensive interventions. The ALA outlines rigorous requirements to fill the position of a reading specialist, and regional and local reading specialists would be tasked to work in schools. Schools performing in the lowest five percent would receive greater resources. Lastly, the law requires colleges of education to revamp and strengthen reading preparation. The law requires three rigorous reading science classes for teacher education programs. The program will also focus on teacher professional development for literacy. The proposed MEd in Dyslexia Therapy is informed by the successful model implemented in Mississippi and will help prepare reading specialists in fulfillment of the ALA.

Student Demand: In 2022, UWA administered a survey to 648 BS and MEd program completers in the following programs: Elementary Education, Early Childhood Education, and K-6 Collaborative Special Education. Fifty-nine percent of respondents produced the following results:

- Fifty-three percent indicated they would enroll in a dyslexia therapy program within the next three years.

- Thirty-five percent indicated they would enroll in the program immediately.

- Forty-seven percent indicated they would help to promote the proposed program by informing colleagues.

Resources:

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

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

Candidates for the new faculty positions must have a doctorate (EdD or PhD) with training in an Orton-Gillingham based Dyslexia Therapy Training program (accredited by the International Dyslexia Association (IDA)); experience in working with students who have characteristics of dyslexia and/or a formative ruling of Dyslexia; and national certification as a Certified Academic Language Therapist is preferred.

Assistantships: No assistantships will be offered for the 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 Resources and Technical Services Division of the American Library Association (ALA) has drafted descriptive codes for use in identifying existing collection strength and current collection intensity for colleges and universities. According to these guidelines, UWA's collection in the areas that prepares candidates as Dyslexia/Reading Specialists (MEd) is Level 3. A library that ranks at Level 3 can support instruction and research in Dyslexia/ Reading Specialist at the master's degree level. The Expert Appraisal is the method that was used to arrive at the current Level 3 Collection Strength. This expert opinion is based on the Reaffirmation Report of the Southern Association (SACS) that visited UWA in 2013 and the Reaffirmation Report of the National Council for the Accreditation of Teacher Education (NCATE, now Council for the Accreditation of Educator Preparation) that visited the campus in November 2014. The Visiting Committees found no deficiencies in the library and noted in its report that library resources are more than adequate to support graduate research and instruction in the field of Education.

Program Budget: Over the first seven years, the program will require $579,600 in new funds to hire one FT and one PT faculty member for the program. It is expected to generate $852,447 through tuition and require modest start-up funds of $30,311 in Year 1.

Attachment 3

University of West Alabama
Master of Education in Dyslexia Therapy

Course Number and Title	Number of Credit Hours	*If New Course
Program Courses		
DYS 470 Introduction to Dyslexia Therapy and Multisensory Teaching	3	*
DYS 471 Dyslexia Therapy Theory & Practice	3	*
DYS 472 Dyslexia Therapy Internship I: Written Expression	3	*
DYS 473 Dyslexia Therapy Internship II: Multisensory Instruction for Students for Building Accuracy and Fluency	3	*
DYS 474 Dyslexia Therapy Internship III: Developing Meta Cognitive Skills	3	*
DYS 475 Dyslexia Therapy Advanced Planning & Application	3	*
DYS 476 Dyslexia Therapy Advanced Assessment & Evaluation	3	*
DYS 477 Dyslexia Therapy Internship IV: Developing Vocabulary and Reading Success	3	*
DYS 478 Dyslexia Therapy Internship V: Multisensory Morphology	3	*
DYS 479 Dyslexia Therapy Internship VI: Multisensory Basic Language Skills Advanced	3	*
Total Credit Hours for MEd in Degree:	**30**	

DECISION ITEM: B-6b

University of West Alabama, Master of Science in Data Science (CIP 30.7102)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Data 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 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 in 2024-25 will be at least 7.2, 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 data on related employment and/or acceptance into a graduate program.

The University of West Alabama (UWA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 MS in Data Science will build on existing expertise within UWA's College of Business and Technology with minimal additional resources to implement.

2. The program will prepare graduates for careers in business analytics, a growing field throughout the state.

3. The program will be offered 100% online, making it more accessible for working professionals.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of West Alabama proposal, dated March 2023. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
INSTITUTION: University of West Alabama
PROGRAM: Master of Science in Data Science (CIP 30.7102)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
FACULTY	$65,000	$65,000	$65,000	$65,000	$65,000	$65,000	$65,000	$455,000
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	$65,000	$65,000	$65,000	$65,000	$65,000	$65,000	$65,000	$455,000

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	$15,665	$0	$0	$0	$0	$15,665
EXTRAMURAL	$73,140	$73,140	$0	$0	$0	$0	$0	$146,280
TUITION	$32,175	$32,175	$49,335	$70,785	$70,785	$70,785	$70,785	$396,825
TOTAL	$105,315	$105,315	$65,000	$70,785	$70,785	$70,785	$70,785	$558,770

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	5	7	10	10	10	10	8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	2	3	3	3	3	2.7
TOTAL HEADCOUNT	Year 1 - No data reporting required	7	9	13	13	13	13	10.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	3	5	7	8	10	10	7.2

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	3	4	5	7	8	5

Attachment 2

Summary of Background Information

Master of Science in Data Science
University of West Alabama

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

Program Description: The MS in Data Science will prepare students for professional careers or more advanced degrees in the field of data science and big data. The amount of data produced and collected every day requires people capable of working with both computers and numbers to translate that information into meaningful decision-making information. Graduates are being prepared for occupations such as software developers, software quality assurance analysts and testers, marketing research analysts and specialists, and computer and information research scientists. Students will learn to manipulate large data sets using IBM SPSS Modeler, SAS Enterprise Mining, Tableau, and other applications and have the opportunity to compete in the "IBM Watson Analytics Global Competition."

Student Learning Outcomes: Learning outcomes of the MS in Data Science include the following abilities:

1. Apply principles of Data Science to the analysis of business problems.

2. Demonstrate knowledge of statistical data analysis techniques used in business decision making.

3. Manipulate large data sets using IBM SPSS Modeler, SAS Enterprise Mining, and Tableau, among other software applications.

4. Recognize and analyze ethical issues in business related to intellectual property, data security, integrity, and privacy.

Administration: The program will be administered by the College of Business and Technology, Dr. William W. Hill, II, Dean; and the Department of COBT Graduate Programs, Dr. Veronica Triplett, 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). Four responses were received, with two noting that the curriculum is more aligned with offerings in Business Analytics than in Data Science. Based on this feedback, UWA has updated the CIP code for the proposed program.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Currently, several universities in Alabama offer master's programs related to Data Science:

- Auburn University, MS in Data Science and Engineering (CIP 11.0802)

- University of Alabama, MS in Business Analytics (CIP 30.7102)

- University of Alabama in Huntsville, MS in Management Science—Business Analytics (52.1301)

- University of Alabama at Birmingham, MS in Data Science (CIP 11.0401)

Relationship to Existing Coursework: UWA currently offers an MBA (CIP 52.0201) that includes related emphasis areas in 1.) Computer Information Systems, 2.) Computing and Data Analytics, and 3.) Cybersecurity, Cybercrime, and Policy. The proposed MS will offer at least one course (three credit hours) from each MBA emphasis area.

Collaboration: UWA has no plans to explore program collaboration with other institutions at this time.

Admissions: Applicants must have a bachelor's degree from an accredited college or university with a minimum 2.75 grade-point average (four-point scale); or a master's degree or higher from an accredited college or university with a minimum 3.00 grade-point average (four-point scale) to receive unconditional admission to the School of Graduate Studies.

Mode of Delivery: The program will be delivered 100% online.

Curriculum: UWA will create eleven new courses for this program. Full-time students will complete the program in three semesters and part-time students in six semesters.

Credit hours required in program core	30
Credit hours required for support courses	0
Credit hours in required or free electives	6
Credit hours in required research	0
Total credit hours required for completion	**30-36**

Accreditation: The Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) is the specialized accreditation agency for data science programs. UWA will seek this specialized accreditation once available to ensure the program meets the necessary standards of the profession.

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

- Computer and Information Research Scientists (SOC 15-1221): sample job titles include, Computer Programmer, Computer Systems Analyst, Software Developer.

- Software Developers (SOC 15-1252): sample job titles include Application Developer, Software Development Engineer, Application Integration Engineer.

- Market Research Analysts and Marketing Specialists (SOC 13-1161): sample job titles include, Business Development Specialist, Market Analyst, Market Research Consultant, (included on the Statewide In-Demand Occupations List)

Specifically in the State of Alabama, there are ten or more occupation titles listed that align with this program. A sample of the listings include: software developers, software quality assurances analyst and testers, computers systems analyst, computer user support specialists, network and computer systems administrators, database administrators and architects, and computer network support specialists. Also, the following occupation titles fall within the IT career cluster according to the 25 Fastest Growing In-demand occupations in Alabama. These titles include: Information Security Analysts, Software Developers & Software Quality Assurance Analysts, Computer Systems Analysts, and Computer User Support Specialists. According to ONET, there are approximately 33,500 employees in the field in the US and the projected growth of the industry is 11% or higher than other industries nationally, but 20% or more in the State of Alabama.

Student Demand: The Education Advisory Board (EAB) completed a comprehensive research report focused on validating market demand for the program and identifying top employers and in-demand job knowledge and skills. The three analyses conducted included a labor market analysis, competitive landscape analysis, and a comparator program analysis. Researchers combined qualitative and quantitative data to assess job market trends, align the proposed curriculum with the employer and student demand, and analyze job postings for master-level professionals with data science skills (e.g., machine learning, data visualization, statistical modeling). As a result of the aforementioned reports, national employers demonstrated a strong demand for master's-level business analytics professionals. Taken together, these trends suggest employment opportunities for program graduates will be favorable over the next 10 years.

Resources:

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

Support Faculty—
Full-time: 2
Part-time: 2

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

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

UWA will hire one additional full-time faculty member with an earned doctorate in Data Science or closely related field.

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 UWA Julia Tutwiler Library has adequate holding to support the proposed MS in Data Science. The library has a book collection of 2153 titles to support study and research in the fields comprising the curriculum in Computer Science. In addition, the Library subscribes to twenty-four online full text databases that specifically support the course work in the current program under review. Through these online databases and hardcopy subscriptions, students have access to full text articles in over 9300 professional journals, many of which include full-text issues that date to the nineteenth and early twentieth centuries. In addition, the databases provide full text access to over 8,000 books, as well as a sizeable online collection of full text monographs, papers, procedures, and conference reports in the business fields and disciplines.

Program Budget: The proposal projects that $455,000 in new funds to hire an additional full-time faculty member will be required to support the program over the first seven years. Over the same period, the program is expected to generate $396,825 through tuition. The program will be supported by extramural funding of $146,280 in Years 1-2, and it will require internal reallocations of $15,665 in Year 3 before becoming self-sustaining thereafter.

Attachment 3

Master of Science in Data Science
University of West Alabama

Course Number and Title	Number of Credit Hours	* If New Course
Program Courses		
DS 500 Introduction to Data Science	3	*
DS 510 Data Science Tools and Techniques	3	*
DS 520 Introduction to Programming for Data Science	3	*
DS 530 Data Analysis in R	3	*
DS 540 Data Exploration and Visualization	3	*
DS 550 Business Intelligence and Statistical Modeling	3	*
DS 560 Predictive Modeling and Big Data Analytics	3	*
DS 570 Fundamentals of Machine and Deep Learning	3	*
DS 580 Fundamentals of Cybersecurity Data Science	3	*
DS 590 Data Science Capstone: Data Analytics and Policy	3	*
DS 599 Thesis in Data Science	6	*
Total Credit Hours for Degree	**30-36**	

DECISION ITEM: B-7

<u>Central Alabama Community College, Associate of Applied
Science in Marine Technology (CIP 47.0616)</u>

<u>Staff Presenter:</u>

Mrs. Kristan White
Academic Program Analyst

<u>Staff Recommendation:</u>

That the Commission approve the proposed Associate of Applied
Science (AAS) in Marine Technology.

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

Implementation Date: The proposed program will be
implemented Spring 2024. Based on Commission policy, the
proposed program must be implemented by January 1, 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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount
    beginning 2025-26 will be at least 9.7, based on the proposal.

2. That the annual average number of graduates for the period
    2025-26 through 2030-31 (six-year average) will be at least
    7.5, based on the adopted graduation rates as stated in the
    Code of Alabama 16-5-8 (a)(2).

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

Central Alabama Community College (CEN) 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 will meet the local industry demand for marine service technicians, which is significantly higher in the Lake Martin region than the national average.

2. The proposed program will include embedded industry certifications offered through the Manufacturing Skills Standards Council (MSSC) to support a multi-skilled workforce to support America's transportation infrastructure.

3. This will be the only marine technology degree program in the state.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Central Alabama Community College proposal, dated March 8, 2023, with supplementary information. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION: Central Alabama Community College

PROGRAM: Associate of Applied Science in Marine Technology (CIP 47.0616)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	$75,057	$75,057	$75,057	$75,057	$75,057	$79,168	$79,168	$533,621
LIBRARY	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	$0	$0	$0	$0	$0	$0	$0	$0
EQUIPMENT	$0	$0	$0	$0	$0	$0	$0	$0
STAFF	$0	$0	$0	$0	$0	$0	$0	$0
ASSISTANTSHIPS	$0	$0	$0	$0	$0	$0	$0	$0
OTHER	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL	$75,057	$75,057	$75,057	$75,057	$75,057	$79,168	$79,168	$533,621

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	$0	$0	$0	$0	$0	$0	$0
TUITION	$32,256	$54,400	$82,560	$111,360	$112,640	$113,920	$115,200	$622,336
TOTAL	$32,256	$54,400	$82,560	$111,360	$112,640	$113,920	$115,200	$622,336

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	15	20	20	20	20	17.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	10	15	20	20	20	20	17.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	4	6	8	12	13	15	9.7

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	6	8	9	9	12	14	9.7

Attachment 2
Summary of Background Information

Central Alabama Community College
Associate of Applied Science in Marine Technology (CIP 47.0616)

Program Description/Objectives: The proposed AAS in Marine Technology will prepare individuals to apply technical knowledge and skills to repair outboard and inboard engines; test, maintain, and repair steering devices and electrical systems; and repair metal, wood, and fiberglass hulls and vessel components. Students who complete the program will demonstrate knowledge and experience in the standards established by the American Boat and Yacht Council (ABYC) and associated with technician certification; the National On-Water Standards (NOWS) for recreational boating; and the ethics and ethical decision-making related to Marine Safety standards associated with safe, recreational boating. Students will also earn OSHA-10 certification. The program will incorporate apprenticeship/work-based learning over the final three semesters of the program. Graduates will be prepared for entry-level employment.

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

Mode of Delivery: The program will be delivered primarily via face-to-face instruction, including labs, with 20% of the courses being taught in an online format. Students will also be required to participate in three semesters of work-based learning activities with industry partners.

Work-Based Learning: The proposed degree will incorporate apprenticeship/work-based learning over the final three semesters of the program. A minimum of 15 hours per week of employment will be completed for the final three semesters of enrollment and will be directly related to marine mechanics. Each semester, the employer will specify the student's objectives and evaluate the student's productivity. The student will be required to demonstrate skills learned for that semester in the employment setting and prepare and deliver a multimedia presentation of his experiences with other classmates.

Similar Programs: Coastal Alabama Community College offers a two-semester short-term certificate in Marine Industry Technology within its Welding Technology program (CIP 48.0508), which is located approximately 230 miles away from Central Alabama Community College. No other community college in Alabama offers an associate degree in Marine Technology. Local industry partners have expressed a significant need for educational training at the degree level to meet the specific needs of customers within the college's local service area.

Collaboration: CEN does not have plans for collaboration with other institutions at this time.

Relationship to Existing Offerings: Central Alabama Community College began offering marine technology courses in the Summer 2021 as a non-credit option to assist local marinas in meeting industry needs. Over four semesters, enrollment in this non-credit option has increased from two students to six students. The AAS in Marine Technology will use some existing coursework, including the MSSC courses (WKO 131, WKO 132, WKO 133, and WKO 134), NCCER Core course (WKO 110), and ILT 160: DC Fundamentals.

Curriculum: The program leads to an AAS with three embedded/stackable short-term certificates:

- Marine Technician Fundamentals (12 credit hours of new coursework)

- Marine Technician Service (12 credit hours of new coursework)

- MSSC (12 credit hours of existing coursework)

Specialized Accreditation: There is no specialized accreditation available for the Marine Technology program.

Professional Licensure/Certification: Upon successful completion of the WKO 110 course, students will be prepared to test for the NCCER credential. In addition, they will earn MSSC certificates in Safety, Quality Practices and Measurement, Manufacturing Processes and Production, and Maintenance Awareness after successfully completing WKO 131, WKO 132, WKO 133, and WKO 134, respectively. Upon successful completion of these certificates, students will meet the qualifications to test for the Certified Production Technician credential.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Industry Need: The proposed program is designed to prepare graduates for employment as Motorboat Mechanics and Service Technicians (SOC 49-3051). CEN has a service area consisting of seven counties (Autauga, Clay, Coosa, Elmore, Shelby, Talladega, and Tallapoosa), which includes Lake Martin and other regional waterways. The Lightcast (formerly Emsi) Occupation Overview for this SOC Code shows that the regional employment of marine service technicians for this region is significantly higher than the national average, with 101 job openings for this region in comparison to the national average of 34 jobs for an area of this size. The data also reflects average increases in jobs at the regional level (9.7%), state level (5.4%), and national level (3.8%) over the next three years.

Program Budget: The proposal projects no new funds will be required to support the proposed program over the first seven years. The program is expected to generate $622,336 through tuition, which will be enough to cover proposed expenditures for one additional program faculty member.

Attachment 3

Central Alabama Community College
Associate of Applied Science in Marine Technology (CIP 47.0616)

Course Number and Title	Number of Credit Hours	*If New Course
Core Curriculum	**18-19**	
ENG 101 English Composition I	3	
MTH 100 Intermediate College Algebra	3	
PSY 200 General Psychology	3	
SPH 106 Fundamentals of Oral Communication or SPH 107 Fundamentals of Public Speaking	3	
Humanities Elective	3	
Natural Science/Math Elective	3-4	
Program Courses	**45**	
ILT 160 DC Fundamentals	3	
MRT 100 Marine Engines and Drives	3	*
MRT 108 Marine Rigging and Trailers	3	*
MRT 219 Hydraulics	3	*
MRT 200 Marine Engines and Outboard Drives	3	*
MRT 220 Marine Engines and Stern Drives	3	*
MRT 222 Heavy Equipment Safety	3	*
MRT 262 Apprenticeship/Work-Based Learning I	3	* WBL
MRT 264 Apprenticeship/Work-Based Learning II	3	* WBL
MRT 266 Apprenticeship/Work-Based Learning III	3	* WBL
WKO 110 NCCER Core	3	
WKO 131 MSSC Safety Course	3	
WKO 132 MSSC Quality Practices and Measurement	3	
WKO 133 MSSC Manufacturing Processes and Production Course	3	
WKO 134 MSSC Maintenance Awareness Course	3	
Total Hours Required for AAS in Marine Technology	**63-64**	

WBL: Indicates work-based learning coursework

Course Number and Title	Number of Credit Hours	*If New Course
Short-Term Certificate: Marine Technician Fundamentals	**12**	
MRT 100 Marine Engines and Drives	3	*
ILT 160 DC Fundamentals	3	
WKO 110 NCCER Core	3	
MRT 108 Marine Rigging and Trailers	3	*
Short-Term Certificate: Marine Technician Service	**12**	
MRT 200 Marine Engines and Outboard Drives	3	*
MRT 220 Marine Engines and Stern Drives	3	*
MRT 222 Heavy Equipment Safety	3	*
WKO 131 MSSC Safety Course	3	
Short-Term Certificate: MSSC	**12**	
WKO 131 MSSC Safety Course	3	
WKO 132 MSSC Quality Practices and Measurement	3	
WKO 133 MSSC Manufacturing Processes and Production Course	3	
WKO 134 MSSC Maintenance Awareness Course	3	

DECISION ITEM: B-8

Enterprise State Community College, Associate of Applied Science in Registered Nursing (CIP 51.3801)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Registered Nursing.

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 1, 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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2025-26 will be at least 11.5, based on the proposal.

2. That the annual average number of graduates for the period 2025-26 through 2030-31 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).

3. That the program achieves, or shows significant progress toward, specialized accreditation through the Accreditation Commission on Education in Nursing (ACEN), and is recognized by the Alabama Board of Nursing (ABN) as an approved associate degree (ADN) program.

4. That an interim report on program implementation be submitted following the 2026-27 academic year, providing updated budget projections and detailing institutional efforts to ensure the program becomes self-sustaining.

5. 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 licensure pass rates, related employment, and/or acceptance into a baccalaureate program.

Enterprise State Community College (ENT) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 program will prepare graduates for employment as registered nurses (SOC 29-1140), an occupation which appears on the Statewide In-Demand Occupations List, and it is designed to meet an identified need for the college's service area.

2. This proposed program is designed to meet standards leading to professional licensure for its graduates.

3. This proposal includes seven letters of support from local healthcare facilities and professionals attesting to the strong need for the program.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Enterprise State Community College proposal, dated February 15, 2023, with supplementary information. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION: Enterprise State Community College

PROGRAM: Associate of Applied Science in Registered Nursing (CIP 51.3801)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	$170,000	$170,000	$170,000	$170,000	$170,000	$170,000	$170,000	$1,190,000
STAFF	$119,000	$119,000	$119,000	$119,000	$119,000	$119,000	$119,000	$833,000
EQUIPMENT	$45,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$135,000
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	$10,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$46,000
TOTAL	$344,000	$310,000	$310,000	$310,000	$310,000	$310,000	$310,000	$2,204,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
INTERNAL REALLOCATIONS	$290,720	$208,750	$193,720	$178,330	$162,580	$146,470	$130,000	$1,310,570
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION	$53,280	$101,250	$116,280	$131,670	$147,420	$163,530	$180,000	$893,430
TOTAL	$344,000	$310,000	$310,000	$310,000	$310,000	$310,000	$310,000	$2,204,000

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	9	10	11	12	13	10.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	7	8	9	10	11	12	9.5
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	17	19	21	23	25	20
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	9	10	12	12	12	14	11.5

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	6	7	8	9	10	11	8.5

Attachment 2
Summary of Background Information

Enterprise State Community College
Associate of Applied Science in Registered Nursing (CIP 51.3801)

Program Description/Objectives: The proposed AAS in Registered Nursing will prepare individuals to assist in providing complex nursing care under the direction of a legally authorized prescriber. It will include instruction in taking patient vital signs, applying sterile dressings, patient health education, focused and complete assessments, assistance with examinations, and treatment and function within the legal scope of practice of a registered nurse. Upon successful completion of the program, students will be eligible to take the NCLEX-RN exam and seek professional licensure within the State of Alabama. After passing the NCLEX-RN exam, the graduate will be able to practice as a registered nurse.

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

Mode of Delivery: All program coursework will be delivered using face-to-face instruction. Program will be delivered in a traditional format, with highly qualified registered nurses who meet ACCS, Alabama Board of Nursing (ABN), and Accreditation Commission on Education in Nursing (ACEN) instructor requirements.

Work-Based Learning: The proposed program will follow the ACCS curriculum requirements for theory, lab, and clinical instruction. Students will be required to complete preceptor hours during their clinical experience with an experienced registered nurse who meets ACCS and ABN standards. Those who participate in the clinical/practicum field experience will not be paid.

Similar Programs: Twenty community colleges currently offer an AAS in Nursing, along with Troy University and the University of West Alabama. Given the requirements for professional licensure, this program will be similar to the existing nursing programs, including those offered at Wallace Community College-Dothan and Lurleen B. Wallace Community College. The overwhelming demand for qualified nursing and the high cost of gas prices provide justification for adding this program at ENT.

Relationship to Existing Offerings: ENT offers an AAS in Medical Assisting Technology (MAT), Emergency Medical Services, Paramedic, and a Practical Nursing (LPN) Certificate.

Professional Licensure/Certification: The college plans to seek accreditation with the Accreditation Commission on Education in Nursing (ACEN) and become approved by ABN as an Associate Degree in Nursing (ADN) provider. Upon successful completion of the ADN program, students will be eligible to take the NCLEX-RN exam. After passing the NCLEX-RN exam, the graduate will be able to practice as a registered nurse. Students will not need to obtain further education/training in order to gain entry-level employment.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Industry Need: The proposed program will prepare graduates for employment as Registered Nurses (SOC 29-1140) and fulfill a growing job need for registered nurses for Alabama's Workforce Region 6. The proposal was accompanied by seven letters of support from regional employers attesting to the need for registered nurses in Workforce Region 6, where ENT is situated. Lightcast (formerly Emsi) economic modeling projects a 3.7% increase in jobs from 2019 to 2029 in Alabama and a 5.3% increase in the ENT service area. Registered Nurses appear on the Alabama In-Demand Occupations List. In order to evaluate demand for the program, the college administered a survey to high school students in their service area. Of the 216 students that responded, 126 (58.3%) indicated they would consider enrolling in the program, and 61 (28.2%) rated themselves as "extremely interested." ENT also anticipates students matriculating from the existing LPN program to the new RN program.

Program Resources and Budget: The proposal projects that $2,204,000 in new funds will be required to support the program over the first seven years. The program is expected to generate $893,430 through tuition, supplemented by reallocations from institutional reserves in the amount of $1,310,570. Modest external funding may be available from federal Perkins funds and local sources. Projected expenses include the following:

- $170,000 for two new full-time faculty members. New faculty must be experientially qualified to teach the assigned subject matter, hold a Master's Degree or higher in Nursing, and have an active, unencumbered registered nursing license. Preference is given to those who have previous teaching experience.

- $119,000 for six part-time clinical/ lab instructors and one nursing program assistant.

- $135,000 in equipment, which includes $45,000 start-up costs in equipment and supplies in year 1 and $15,000 each year after to maintain those materials.

- $46,000 in Other Expenses to purchase office furniture and computers.

Attachment 3

Enterprise State Community College
Associate of Applied Science in Registered Nursing (CIP 51.3801)

Course Number and Title	Number of Credit Hours	*If New Course
General Education	**27**	
ENG 101 English Composition I	3	
MTH 100 College Intermediate Algebra or Higher	3	
BIO 201 Human Anatomy and Physiology I	4	
BIO 202 Human Anatomy and Physiology II	4	
BIO 220 General Microbiology	4	
PSY 210 Human Growth & Development	3	
SPH 106/107 Speech	3	
HUM Ethics (preferred)	3	
Program Curriculum	**39**	
NUR 112 Fundamental Concepts of Nursing	7	
NUR 113 Nursing Concepts I	8	
NUR 114 Nursing Concepts II	8	
NUR 115 Evidenced Based Clinical Reasoning	2	
NUR 211 Advanced Nursing Concepts	7	
NUR 221 Applied Evidence Based Clinical Reasoning	7	
Total Hours Required for AAS in Registered Nursing	**66**	

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

DECISION ITEM: B-9   Lurleen B. Wallace Community College, Associate of Applied
                                     Science in Salon and Spa Management (CIP 12.0412)

Staff Presenter: Mrs. Kristan White
                                     Academic Program Analyst

Staff Recommendation: That the Commission approve the proposed Associate of Applied
                                     Science (AAS) in Salon and Spa Management.

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

                                     Implementation Date: The proposed program will be
                                     implemented 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.

                                     Post-Implementation Conditions:

                                     1. That the annual average new enrollment headcount
                                         beginning 2024-25 will be at least 35, 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 a
                                         baccalaureate program.

                                     Lurleen B. Wallace Community College (LBW) 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 program will require no new funds to establish and will provide a pathway for students in the existing Certificate program to continue on to an AAS degree.

2. This proposal includes four letters of support attesting to the need for this program from the following: Rituals Enterprise and Dothan, Tangles Salon, Debi & Company, and Ulta Beauty.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Lurleen B. Wallace Community College proposal, dated March 2023. 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: Lurleen B. Wallace Community College							
PROGRAM: Associate of Applied Science in Salon and Spa Management (CIP 12.0412)							

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
INTERNAL REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION	$25,092	$25,092	$25,092	$33,456	$33,456	$41,820	$41,820	$225,828
TOTAL	$25,092	$25,092	$25,092	$33,456	$33,456	$41,820	$41,820	$225,828

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	47	47	48	48	49	49	48
PART-TIME HEADCOUNT	Year 1 - No data reporting required	21	21	22	22	23	23	22
TOTAL HEADCOUNT	Year 1 - No data reporting required	68	68	70	70	72	72	70
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	34	34	35	35	36	36	35

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	19	19	22	22	24	24	21.7

Attachment 2
Summary of Background Information

Lurleen B. Wallace Community College
Associate of Applied Science in Salon and Spa Management (CIP 12.0412)

Program Description/Objectives: The proposed AAS program in Salon and Spa Management will prepare students to manage full-service salons or spas and will include extensive instruction in the cosmetic arts. Students will be able to demonstrate safe and sanitary procedures in a salon environment; perform a variety of hair, nail, and facial procedures or treatments; and apply business and communication principles. Program objectives include 1) equipping students with the knowledge and skills to function safely and efficiently in a professional salon environment, 2) preparing students to become skilled cosmetologists, hairdressers, or salon managers, and 3) preparing students to sit for licensure with the Alabama Board of Cosmetology. Students must pass the Alabama Board of Cosmetology Examination to become licensed.

Role: The proposed program is within the instructional role for Lurleen B. Wallace Community College (LBW).

Mode of Delivery: All program coursework will be delivered in-person, with some online and hybrid coursework. Roughly 30% of the program will be available online. This includes academic coursework, which students have the option to take online or in person as well as a limited number of theory-only cosmetology courses.

Work-Based Learning: The program will also include a three-credit hour internship to be completed during the last semester. The course will give students the opportunity to develop their cosmetology skills and to gain exposure to a salon environment.

Similar Programs: The AAS in Salon and Spa Management is currently available at Bevill State Community College, Drake State Community and Technical College, Gadsden State Community College, Northeast Alabama Community College, Northwest-Shoals Community College, Shelton State Community College, and Wallace State Community College-Hanceville. In December 2022, Coastal Alabama Community College was approved to offer an AAS in Salon and Spa Management. If approved, LBW would be the only community college offering this program in the Wiregrass Region.

Relationship to Existing Offerings: The college currently offers a 52-hour certificate in Cosmetology (CIP 12.0401), a 28-hour short-term certificate in Esthetics (CIP 12.0409), and a 24-hour short-term certificate in Nail Technology (CIP 12.0410). The AAS program will build upon the existing certificate program by requiring additional academic and cosmetology courses that will better prepare students who intend to pursue a pathway in salon management or own their own business. The cosmetology certificate will be embedded in the AAS in order to provide students with an exit point if they do not wish to compete the full degree.

Professional Licensure/Certification: This program will meet the educational requirements necessary to prepare students for the examinations required to become a Licensed Cosmetologist through the State of Alabama Board of Cosmetology.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 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 as classified within the Standard Occupational Code (SOC) system:
1) Hairdressers, Hairstylists and Cosmetologists (SOC 39-5012, appears on Region 6 In-Demand Occupations List)

2) Supervisors of Personal Service Workers (SOC 39-1021, appears on Statewide In-Demand Occupations List)

LBW has determined the need for the program based on growth in the college's existing cosmetology program. In the last two years, it has seen a 66% increase in headcount and a 55% increase in credit hour production. Emsi data likewise shows 5.2% job growth over the last two years for hairdressers, hairstylists, cosmetologists, and barbers in a 15-county area within close proximity to LBW.

A student survey was conducted during the Fall 2022 semester and sent to students currently enrolled in the cosmetology program. Of the 34 respondents, 100% indicated they would enroll in an associate degree salon and spa management program if offered, and 100% indicated that additional courses in salon management and entrepreneurship would help them meet their career goals.

Program Budget: The proposal projected that no new funds will be required to support the proposed program over the first seven years. The program is expected to generate $225,828 through tuition.

Attachment 3

Lurleen B. Wallace Community College
Associate of Applied Science in Salon and Spa Management (CIP 12.0412)

Course Number and Title	Number of Credit Hours	*If New Course
Core Curriculum	**22**	
ENG 101 English Composition I	3	
MTH 100 Intermediate College Algebra (or higher)	3	
ORI 101 Orientation to College	1	
CIS 146 Microcomputer Applications	3	
MUS 101 Music Appreciation (or other humanities/ fine arts elective)	3	
PHS 111 Physical Science (or other math/science)	3	
PSY 200 General Psychology (or other behavioral or social science)	3	
SPH 106 Fundamentals of Oral Communication	3	
Program Curriculum	**45**	
COS 111 Introduction to Cosmetology	3	
COS 112 Introduction to Cosmetology Lab	3	
COS 113 Theory of Chemical Services	3	
COS 114 Chemical Services Lab	3	
COS 115 Hair Coloring Theory	3	
COS 116 Hair Coloring Lab	3	
COS 117 Basic Spa Techniques	3	
COS 118 Basic Spa Techniques Lab	3	
COS 148 Nail Care Theory	3	
COS 152 Nail Care Applications	3	
COS 145 Hair Shaping and Design Lab	3	
SAL 133 Salon Management Technology	3	
COS 167 State Board Review	3	
COS 190 Internship in Cosmetology	3	WBL
SAL 201 Entrepreneurship for Salon/Spa	3	
Total Hours Required for Degree	**67**	
	WBL: Indicates work-based learning course	

DECISION ITEM: B-10   <u>Northwest-Shoals Community College, Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004)</u>

<u>Staff Presenter:</u>   Mrs. Kristan White
Academic Program Analyst

<u>Staff Recommendation:</u>   That the Commission approve the proposed Associate of Applied Science (AAS) in Medical Laboratory Technician.

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

Implementation Date: The proposed program will be implemented in Fall 2024. Based on Commission policy, the proposed program must be implemented by September 1, 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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2025-26 will be at least 11.7, based on the proposal.

2. That the annual average number of graduates for the period 2025-26 through 2030-31 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).

3. That the program achieves, or shows significant progress toward, specialized accreditation through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

4. That an interim report on program implementation will be submitted following the 2026-27 academic year, providing updated budget projections and detailing institutional efforts to ensure the program becomes self-sustaining.

5. 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, pass rates for the national certification exam, and/or acceptance into a baccalaureate program.

Northwest-Shoals Community College (NWS) 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 program responds to the College's healthcare partners continued need for more licensed technicians, which has become more critical since the COVID-19 pandemic.

2. The proposed AAS program is designed to enable students to pursue related baccalaureate-level programs.

3. This proposal includes ten letters of support from local and regional healthcare facilities attesting to the need for the program and providing assurance that adequate clinical sites will be available.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Northwest-Shoals Community College proposal, dated March 2023, with supplemental 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: Northwest-Shoals Community College

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

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	$165,595	$165,595	$173,595	$177,595	$180,595	$186,595	$186,595	$1,236,165
STAFF	$0	$0	$0	$0	$0	$0	$0	$0
EQUIPMENT	$135,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$165,000
FACILITIES	$0	$0	$0	$0	$0	$0	$0	$0
LIBRARY	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$10,500
ASSISTANTSHIPS	$0	$0	$0	$0	$0	$0	$0	$0
OTHER	$600	$0	$2,500	$3,177	$3,177	$3,177	$3,177	$15,808
TOTAL	$302,695	$172,095	$182,595	$187,272	$190,272	$196,272	$196,272	$1,427,473

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	$126,297	$169,595	$171,595	$171,175	$171,175	$171,175	$171,175	$1,152,187
EXTRAMURAL	$125,000	$5,000	$2,000	$2,000	$0	$0	$0	$134,000
TUITION	$24,900	$44,820	$49,800	$54,780	$54,780	$54,780	$54,780	$338,640
TOTAL	$276,197	$219,415	$223,395	$227,955	$225,955	$225,955	$225,955	$1,624,827

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	18	20	22	22	22	22	21
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	18	20	22	22	22	22	21
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	10	12	12	12	12	12	11.7

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	7	7	8	8	8	8	7.7

Attachment 2
Summary of Background Information

Northwest-Shoals Community College
Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004)

Program Description/Objectives: The proposed AAS in Medical Laboratory Technician (MLT) will prepare students, under the supervision of clinical laboratory scientists/medical technologists, to perform routine medical laboratory procedures and tests and to apply preset strategies to record and analyze data. The program will include instruction in general laboratory procedures and skills; laboratory mathematics; medical computer applications; interpersonal and communications skills; and the basic principles of hematology, medical microbiology, immunohematology, immunology, clinical chemistry, and urinalysis.

Role: The proposed program is within the instructional role for Northwest-Shoals Community College (NWS).

Mode of Delivery: Course content will be delivered via a variety of methods, including in-person laboratory assignments and hybrid instruction via the Blackboard learning platform. All prerequisite and general education courses are available in a distance-learning format, and students may choose online or in-person sections.

Work-Based Learning: The proposed program requires four practicum courses: MLT 294 Medical Laboratory Practicum Hematology and Urinalysis, MLT 295 Medical Laboratory Practicum Microbiology, MLT 296 Medical Laboratory Practicum Immunohematology, and MLT 297 Medical Laboratory Practicum Chemistry and Immunology. Students enrolled in these practicum courses will complete 96 contact hours at a partnering healthcare facility. In addition, many of NWS's healthcare partners have expressed interest in employing MLT students on a part-time basis while they complete requirements for their degree.

Similar Programs: The following community colleges offer similar AAS programs in Medical Laboratory Technician (CIP 51.1004): Bishop State Community College, Calhoun Community College, Coastal Alabama Community College, Chattahoochee Valley Community College, Gadsden State Community College, Jefferson State Community College, Shelton State Community College, and Wallace State Community College-Hanceville. Calhoun Community College (Huntsville Campus) and Wallace State Community College-Hanceville are the two closest ACCS institutions that offer a Medical Laboratory Technology program. The Calhoun program on the Huntsville Campus is 65 miles from Muscle Shoals, and Wallace State Community College in Hanceville is 74 miles from Muscle Shoals. According to local healthcare partners, these two programs cannot meet the need for MLTs in NWS's service area.

Relationship to Existing Offerings: The proposed MLT Program will expand the five existing Health Studies programs offered at NWS: Radiologic Technology (CIP 51.0911), Diagnostic Medical Sonography (CIP 51.0910), Emergency Medical Services (CIP 51.0904), Medical Assisting Technology (CIP 51.0801), and Nursing (CIP 51.3801). The MLT program will provide students enrolled in the Phlebotomy Short-Term Certificate program with an additional career pathway.

Specialized Accreditation: NWS intends to seek accreditation through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which reviews and accredits qualified entry-level education programs for medical laboratory technicians. This accreditation will allow graduates to obtain national certification.

Professional Certification: Once accredited through NAACLS, the program will enable graduates to be eligible to sit for the certification exam for Medical Laboratory Technicians offered by the American Society for Clinical Pathology Board of Certification (ASCP-BOC) or the American Medical Technologists (AMT) national certification examination. While certification is not required for employment in the State of Alabama, it is preferred by industry.

Public Review: The program was posted on the Commission website from April 10, 2023 to May 1, 2023 (twenty days) for public review and comments. No comments were received.

Industry Need: The proposed program is designed to prepare graduates for employment as medical and clinical laboratory technologists and technicians (SOC 29-2010), an occupation which is included on the Statewide In-Demand Occupations List. The College's healthcare partners have been asking for an MLT program for over five years due to the lack of MLTs in the area, which has been exacerbated by the COVID-19 pandemic. The proposal includes nine letters of support attesting to the need for the program in NWS's service area.

In addition, NWS distributed an employer need survey to health care facilities in their service area. Of the thirteen surveys returned (eight hospitals, two physicians' offices with labs, and three private labs), participants reported employing between one and 88 MLTs at their facility. All employers anticipate needing at least two MLTs at their facility in the coming year, and three employers reported using more expensive travel MLTs in the past year. The number of students accepted into Health Studies programs is dictated by the number of clinical placements available in NWS's service area. In rural areas, the number of available clinical spots is often fewer than the number of students that apply to Health Studies programs. Twelve of the respondents indicated a willingness to host clinical students at their facility.

Program Budget: The proposal projects that $1,427,473 in new funds will be required to support the program over the first seven years. The program is expected to generate $338,640 through tuition and will require $1,152,187 in supplemental funding over the seven-year period. Proposed supplemental funding will primarily come from institutional reserves, offset by modest external grant funds. It is important to note that Career Technical Education programs, especially those in the Health Studies cluster, often have expenditures that exceed revenues from tuition due to the cost of specialized training equipment and simulators.

Projected expenses include the following:

- $1,236,165 to hire a program director/faculty member in year one and an additional full-time faculty member in year two. The cost of salaries and benefits for the two MLT faculty members will be offset by recent retirements and resignations among college faculty at NWS. These open positions will assist the College in reallocating resources to the MLT faculty positions.

- $135,000 in first-year laboratory equipment costs and then $5,000 in years 2-7. The $134,000 in extramural funds is an estimate of the funding needed to purchase needed equipment for the MLT program. The College recently wrote an ACCS CTE Equipment Grant Proposal in the amount of $127,000 for the equipment needed to start and maintain the MLT program. The grant has been awarded and funds will be used to purchase the needed equipment upon approval. The MLT program will also be part of a proposed multidisciplinary simulation center on the Shoals Campus of NWS. The College will submit a grant proposal for additional training equipment to establish the Health Studies Simulation Center. If the proposal is funded, the MLT program will receive more than the $7,000 difference in extramural funds.

- $10,500 to add additional library resources for the program ($1,500 each year)

- $15,808 in accreditation expenses over the first seven years

Attachment 3

Northwest-Shoals Community College
Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004)

Course Number and Title	Number of Credit Hours	*If New Course
Core Curriculum	**24**	
ENG101: English Composition I	3	
BIO 201: Human Anatomy and Physiology	4	
CHM 104 Introduction to Inorganic Chemistry	4	
MTH 100: Intermediate College Algebra (or higher)	3	
ORI 107 Orientation to College (may be waived with previous college experience)	1	
PSY 200: General Psychology	3	
SPH 107: Fundamentals of Public Speaking	3	
Humanities or Fine Arts Elective	3	
Program Courses	**45**	
MLT 111: Urinalysis	3	*
MLT 121: Hematology and Body Fluids	6	*
MLT 131: Laboratory Techniques	4	*
MLT 141: MLT Microbiology I	5	*
MLT 142: MLT Microbiology II	3	*
MLT 151: MLT Clinical Chemistry	5	*
MLT 161: Integrated Laboratory Simulation	2	*
MLT 181: Clinical Immunology	2	*
MLT 191: MLT Immunohematology	5	*
MLT 293: MLT Clinical Seminar	2	*
MLT 294: Medical Laboratory Practicum Hematology and Urinalysis	2	* WBL
MLT 295: Medical Laboratory Practicum Microbiology	2	* WBL
MLT 296: Medical Laboratory Practicum Immunohematology	2	* WBL
MLT 297: Medical Laboratory Practicum Chemistry and Immunology	2	* WBL
Total Hours Required for AAS in Medical Laboratory Technician	**69**	

WBL indicates work-based learning coursework.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

INFORMATION ITEM: C-1   <u>Coastal Alabama Community College, New Exempt Off-Campus</u>
                                         <u>Site: Erich Heine Learning Center</u>

<u>Staff Presenter:</u>   Ms. Lakerri Gill
                                         Credential Registry Specialist

<u>Staff Recommendation:</u>   For information only.

<u>Background:</u>   Coastal Alabama Community College (CACC) plans to offer
                                         coursework at the following new off-campus site beginning
                                         Summer 2023:

                                         Erich Heine Learning Center in Calvert, AL

                                         An official with ACCS has signed the institutional certification for
                                         the proposed site, pledging that a) the new site is in full
                                         compliance with the Commission's Guidelines for the Regulation
                                         of Off-Campus Instruction, and b) the required annual site follow-
                                         up report will be sent.

                                         The proposed site is located in Mobile County, which is within
                                         the recognized service area for CACC. The proposed site is
                                         exempt from Commission review because it is a two-year college
                                         site located within an approved service area.

<u>Supporting Documentation:</u>   1. Proposal for New Exempt Off-Campus Site at Erich Heine
                                            Learning Center Calvert in Calvert, attached.

                                         2. Agreement from CACC President, Dr. Craig Pouncey, and
                                            BIS President, Dr. Olivier Charles, regarding off-campus site,
                                            attached.

                                         3. "Review of Off-Campus Instruction Offered by Public
                                            Postsecondary Institutions," Ala. Admin. Code (Commission
                                            on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution:	CACC

Administrator Responsible for Site			
Name:	Scott Dees	Title:	CTE Director
Phone:	334-637-3162	Email:	scott.dees@coastalalabama.edu

Contact Person at Site			
Name:	Dr. Josh Duplantis	Title:	Workforce Direc
Phone	251-990-0445	Email:	josh.duplantis@coastalalabama.edu

Location of Proposed Site	
Facility:	Erich Heine Learning Center
Address	4 Second St.
City:	Calvert	County: Mobile
When will you begin offering instruction begin at this site?	01/01/2023
Type of Site:	2-year college site located within SBE approved service area

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

COURSE LIST	
The institution will develop its schedule at this new site from the following list of courses.	
Course Number	Course Title
IET 114	BASIC ELECTRICITY
IET 131	FLUID POWER SYSTEMS
ILT 108	INTRODUCTION TO INSTRUMENTS AND PROCESS CONTROL
INT 106	ELEMENTS OF INDUSTRIAL MECHANICS
INT 117	PRINCIPLES OF INDUSTRIAL MECHANICS
INT 127	PRINCIPLES OF INDUSTRIAL PUMPS AND PIPING SYSTEMS
INT 132	PREVENTATIVE AND PREDICTIVE MAINTENANCE
INT 153	PRECISION MACHINING FUNDAMENTALS I
INT 161	BLUEPRINT READING FOR INDUSTRIAL TECHNICIANS
INT 232	MANUFACTURING PLANT UTILITIES

ACCS-26

AGREEMENT TO OFFER OFF-CAMPUS INSTRUCTION
ALABAMA COMMUNITY COLLEGE SYSTEM

College_____Coastal Alabama Community College_____

Proposed Site Erich Heine Learning Center - AM/NS Calvert - 4 Second Street - Calvert, AL 36513_____

College Service Area where proposed site is located Calvert, AL_____ . In the space below, describe the rationale for offering this off-campus instruction.

Coastal Alabama Community College provides the registered apprenticeship program for AM/NS located at Calvert. The Industrial Maintenance Program on the Thomasville Campus currently has 18 apprentices at the AM/NS Calvert location. The registered apprentices/students are required to attend the technical training portion of their apprenticeship program two days a week on the Thomasville Campus which is located 62 miles from the steel mill and three days at the mill working with their mentors. At the request of AM/NS who is supplying the classroom space, the College proposes to offer full-time instruction for our apprentices at the AM/NS location to alleviate the distance, the amount of time needed to travel, and the amount of money apprentices/students use for transportation between these two locations. This proposed off-campus instructional site will allow apprentices/students to stay in one location five days a week, thereby, saving time and money._____

_____

_____

_____

On behalf of Coastal AL I respectfully request endorsement of the off-campus instruction described above.

_____   3/8/23
Signature of the Requesting President   Date

On behalf of Bishop State I hereby endorse the proposed off-campus instruction described above.

_____   3/8/23
Signature of the Host President   Date

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

INFORMATION ITEM: C-2   <u>Coastal Alabama Community College, New Exempt Off-Campus</u>
<u>Site: Infirmary Eastern Shore</u>

<u>Staff Presenter:</u>   Ms. Lakerri Gill
Credential Registry Specialist

<u>Staff Recommendation:</u>   For information only.

<u>Background:</u>   Coastal Alabama Community College (CACC) plans to offer coursework at the following new off-campus site beginning Summer 2023:

Infirmary Eastern Shore in Daphne, AL

An official with ACCS has signed the institutional certification for the proposed site, pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction, and b) the required annual site follow-up report will be sent.

The proposed site is located in Baldwin County, which is within the recognized service area for CACC. The proposed site is exempt from Commission review because it is a two-year college site located within an approved service area.

<u>Supporting Documentation:</u>   1. Proposal for New Exempt Off-Campus Site at Infirmary Eastern Shore in Daphne, attached.

2. "Review of Off-Campus Instruction Offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution:	CACC		
Administrator Responsible for Site			
Name:	Dr. Craig Pouncey	Title:	President
Phone:	251-580-2207	Email:	craig.pouncey@coastalalabama.edu
Contact Person at Site			
Name:	Dr. Tiffany Scarborough	Title:	Administrator
Phone	251-580-2256	Email:	tiffany.scarborough@coastalalabama.edu
Location of Proposed Site			
Facility:	Infirmary Eastern Shore		
Address	7101 US hwy 90		
City:	Daphne	County:	Baldwin
When will you begin offering instruction begin at this site?	05/01/2023		
Type of Site:	2-year college site located within SBE approved service area		
Certification			
I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.			
Signature of President/Chancellor:			
Date:			

COURSE LIST	
The institution will develop its schedule at this new site from the following list of courses.	
Course Number	Course Title
NUR 112	FUNDAMENTAL CONCEPTS OF NURSING
NUR 113	Nursing Concepts I
NUR 114	Nursing Concepts II
NUR 115	Evidence Based Clinical Reasoning

INFORMATION ITEM: C-3   JF Drake State Community and Technical College, New Exempt
                                     Off-Campus Site: Huntsville Hospital

Staff Presenter: Ms. Lakerri Gill
                                     Credential Registry Specialist

Staff Recommendation: For information only.

Background: Drake State Community and Technical College (DRA) plans to
                                     offer coursework at the following new off-campus site beginning
                                     Summer 2023:

                                     Huntsville Hospital in Huntsville, AL

                                     An official with ACCS has signed the institutional certification for
                                     the proposed site, pledging that a) the new site is in full
                                     compliance with the Commission's Guidelines for the Regulation
                                     of Off-Campus Instruction, and b) the required annual site follow-
                                     up report will be sent.

                                     The proposed site is located in Madison County, which is within
                                     the recognized service area for DRA. The proposed site is
                                     exempt from Commission review because it is a two-year college
                                     site located within an approved service area.

Supporting Documentation: 1. Proposal for New Exempt Off-Campus Site at Huntsville
                                         Hospital in Madison County, attached.

                                     2. "Review of Off-campus Instruction offered by Public
                                         Postsecondary Institutions," Ala. Admin. Code (Commission
                                         on Higher Education), r. 300-2-1-.06. Available upon
                                         request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution:	DRA

Administrator Responsible for Site			
Name:	Alice Raymond	Title:	Director of Inn
Phone:	256-551-3148	Email:	alice.raymond@drakestate.edu

Contact Person at Site		
Name:	Alice Raymond	Title:
Phone		Email:

Location of Proposed Site		
Facility:	Huntsville Hospital	
Address	101 Sivley Road	
City:	Huntsville, AL	County: Madison
When will you begin offering instruction begin at this site?	01/01/2023	
Type of Site:	2-year college site located within SBE approved service area	

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

COURSE LIST	
The institution will develop its schedule at this new site from the following list of courses.	
Course Number	Course Title
Nur 112	FUNDAMENTAL CONCEPTS OF NURSING
NUR 113	Nursing Concepts I
NUR 114	Nursing Concepts II
NUR 115	Evidence Based Clinical Reasoning

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

INFORMATION ITEM: C-4   <u>Trenholm State Community College, New Exempt Off-Campus</u>
                              <u>Site: Institute for Patient Safety and Medical Simulation in</u>
                              <u>Montgomery</u>

<u>Staff Presenter:</u>   Ms. Lakerri Gill
                              Credential Registry Specialist

<u>Staff Recommendation:</u>   For information only.

<u>Background:</u>   Trenholm State Community College (TRE) plans to offer
                              coursework at the following new off-campus site beginning
                              Summer 2023:

                              Institute for Patient Safety and Medical Simulation in
                              Montgomery, AL

                              An official with ACCS has signed the institutional certification for
                              the proposed site, pledging that a) the new site is in full
                              compliance with the Commission's Guidelines for the Regulation
                              of Off-Campus Instruction, and b) the required annual site follow-
                              up report will be sent.

                              The proposed site is located in Montgomery County, which is
                              within the recognized service area for TRE. The proposed site is
                              exempt from Commission review because it is a two-year college
                              site located within an approved service area.

<u>Supporting Documentation:</u>   1. Proposal for New Exempt Off-Campus Site at Institute for
                                 Patient Safety and Medical Simulation in Montgomery,
                                 attached.

                              2. "Review of Off-Campus Instruction Offered by Public
                                 Postsecondary Institutions," Ala. Admin. Code (Commission
                                 on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution:	TRE

Administrator Responsible for Site			
Name:	Dr. Tracie Carter	Title:	Associate Dean
Phone:	334-420-4335	Email:	tcarter@trenholmstate.edu

Contact Person at Site			
Name:	Dr. Debra Lett	Title:	Director of Nur
Phone	334-420-4335	Email:	dlett@trenholmstate.edu

Location of Proposed Site			
Facility:	Institute for Patient Safety and Medical Simulatio		
Address	855 East S. Blvd		
City:	Montgomery	County:	Montgomery
When will you begin offering instruction begin at this site?	05/01/2023		
Type of Site:	2-year college site located within SBE approved service area		

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

Signature of President/Chancellor:	
Date:	

COURSE LIST	
The institution will develop its schedule at this new site from the following list of courses.	
Course Number	Course Title
NUR 112	FUNDAMENTAL CONCEPTS OF NURSING
NUR 113	Nursing Concepts I
NUR 114	Nursing Concepts II
NUR 115	Evidence Based Clinical Reasoning

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

INFORMATION ITEM: C-5   <u>Implementation of Non-Degree Programs at Senior Institutions</u>

<u>Staff Presenter</u>:   Ms. Lakerri Gill
                                              Credential Registry Specialist

<u>Staff Recommendation</u>:   For information only.

<u>Background</u>:   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:

Auburn University

- Undergraduate Certificate in Workplace Intercultural
  Competence (CIP 30.2301, Level 1b)

University of Alabama at Birmingham

- Graduate Certificate in Disability Health Studies (CIP
  05.0210, Level 6)

- Graduate Certificate in Medical Laboratory Science (CIP
  51.1005, Level 6)

University of South Alabama

- Post-Master's Certificate in Trauma-Informed Integrated
  Behavioral Healthcare (CIP 51.3818, Level 8)

Jacksonville State University

- Graduate Certificate in Health Care Administration (CIP
  51.0701, Level 6)

Attachment 1

Summary of Proposed Non-Degree Programs at Senior Institutions

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AUBURN UNIVERSITY (AU)

Undergraduate Certificate in Workplace Intercultural Competence (CIP 30.2301, Level 1b)

Offered by the Department of World Languages, Literatures, and Cultures in the College of Liberal Arts, the Undergraduate Certificate in Workplace Intercultural Competence will give students an opportunity to develop and demonstrate the skills required to work in a diverse setting and engage in intercultural communication. With this certificate, students will gain an understanding of the challenges of second-language acquisition and intercultural communication. Students will develop the skills required to work in a diverse setting and engage in intercultural communication. Students will also be introduced to basic theories and research regarding intercultural interaction, how cultural mindset affects communication, and effective means of preventing miscommunication. Students completing the certificate will demonstrate basic competence in a second language, demonstrate an understanding of cultural frames by comparing and contrasting aspects of a non-U.S. culture with U.S. culture, identify and apply basic theories of intercultural praxis, demonstrate an ability to appropriately adapt behavior to cultural differences, and demonstrate competency in workplace management. The proposed delivery format is face-to-face instructions. This certificate requires 14 credit hours.

UNIVERSITY OF ALABAMA BIRMINGHAM (UAB)

Graduate Certificate in Disability Health Studies (CIP 05.0210, Level 6)

Offered by the Department of Health Behavior within the School of Public Health, the Graduate Certificate in Disability Health Studies will prepare master's, post-master's, doctoral, and post-doctoral students with advanced knowledge and skills to develop, implement, evaluate, and disseminate programs promoting the health of individuals with disabilities. This certificate includes two courses specific to disability while the electives include courses on physical activity and health, health equity, advanced theory, program evaluation, and health communication. The proposed delivery format will be both online and face-to-face. This certificate requires 15 credit hours.

Graduate Certificate in Medical Laboratory Science (CIP 51.1005, Level 6)

Offered by the Department of Clinical and Diagnostic Sciences Kinesiology within the College of Health Professions, the Graduate Certificate in Medical Laboratory Science will equip students in the Biomedical Sciences with didactic and clinical coursework to build knowledge and skills appropriate to entry-level work in clinical laboratory science. The Graduate Certificate in Medical Laboratory Science requires 46 credit hours and is adapted from UAB's existing MS in Clinical Laboratory Science (CIP 51.1005), which requires 72 credit hours to complete. Coursework will be completed face-to-face in a learning environment that facilitates the development of effective teamwork skills that can be applied in healthcare jobs in a laboratory setting.

UNIVERSITY OF SOUTH ALABAMA (USA)

**Post-Master's Certificate in Trauma-Informed Integrated Behavioral Healthcare
(CIP 51.3818, Level 8)**

Offered by the Department of Community Mental Health Nursing, within the College of Nursing, the Post-Master's Certificate in Trauma-Informed Integrated Behavioral Healthcare is designed to prepare advanced practice students to be trained and engaged in trauma-informed integrated behavioral healthcare practice across the lifespan in communities on a local, regional, and national level. The program provides didactic and clinical education in trauma-informed integrated behavioral healthcare science, clinical skills, simulation, and practicum experiences. These educational practices are specific to healthcare using an innovative format designed to encourage further exploration in trauma-informed integrated behavioral healthcare topics, including specialized practicum experiences for team-based integrated care, telehealth, substance use disorders and other mental health disorders, and behavioral health treatment modalities focused on prevention, treatment, and recovery aspects. Successful achievement of the professional and academic components of the learning outcomes will result in students meeting the national educational competencies in trauma-informed integrated behavioral healthcare and being prepared to improve outcomes related to the care of persons with mental health disorders across the lifespan of their respective communities. The proposed delivery format will be fully online. This certificate requires 8 credit hours.

JACKSONVILLE STATE UNIVERSITY (JSU)

Graduate Certificate in Health Care Administration (CIP 51.0701, Level 6)

Offered by the Graduate Program within the College of Business and Industry, the Graduate Certificate of Health Care Administration will allow career pathways for students seeking management positions in a variety of health care settings, including hospitals, assisted living facilities, nursing homes, and other businesses in the growing healthcare service industry. The certificate builds on existing coursework offered as an option within JSU's MBA in Business Administration (CIP 52.0201) and will include courses in health care analytics, the legal and regulatory environment of the U.S. healthcare system, and health care economics, accounting, and finance. The graduate certificate is designed for individuals seeking management-level roles in health care administration. The proposed delivery format will be fully online. This certificate requires 12 credit hours.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday June 9, 2023

INFORMATION ITEM: C-6   <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.

Calhoun Community College	**CIP Code**
Non-Destructive Testing	15.0613
Equipment Service - Electrical	47.0604

Central Alabama Community College	**CIP Code**
Marine Technician Fundamentals	47.0616
Marine Technician Service	47.0616

Shelton State Community College	**CIP Code**
Business Administration	52.0204

JF Drake Community and Technical College	**CIP Code**
Automotive Technology Electric Vehicle	15.0803

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

INFORMATION ITEM: C-7   Changes to the Academic Program Inventory

Staff Presenter: Ms. Lakerri Gill
                               Credential Registry Specialist

Staff Recommendation: For information only.

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

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

Supporting Documentation: 1. Proposed Changes to Academic Program Inventory,
                                   attached.

                               2. Academic Program Inventory. Available on the
                                   Commission's Website: www.ache.edu.

                               3. "Reasonable Extensions and Alterations of Existing Units and
                                   Programs of Instruction," Ala. Admin. Code (Commission on
                                   Higher Education), r. 300-2-1.06. Available upon request.

                               4. Written unpublished documentation provided by the
                                   institutions. Available upon request.

Attachment 1

Proposed Changes to the Academic Program Inventory

A. Changes in CIP Codes, Program Titles, or Degree Nomenclature

The following changes in CIP codes, program titles, or degree nomenclature represent no changes in program requirements, content, and objectives and are recommended as information items.

Four-Year Institutions

Auburn University	~~01.1102~~	~~Agronomy and Crop Science, BS~~
	03.0104	Environmental Science, BS
Auburn University	~~45.0602~~	Applied Economics, PhD
	45.0603	Applied Economics, PhD
Auburn University	~~03.5099~~	Forestry and Wildlife Sciences, MS
	03.0501	Forestry and Wildlife Sciences, MS
Auburn University	~~03.5099~~	Forestry and Wildlife Sciences, PhD
	03.0501	Forestry and Wildlife Sciences, PhD
Auburn University	~~04.0301~~	Community Planning, MCP
	30.3301	Community Planning, MCP
University of Alabama at Birmingham	13.1205	~~High School Education, BS, MEd, EdS~~
		Secondary Education and Teaching, BS
		Secondary Education and Teaching, MEd
		Secondary Education and Teaching, EdS
University of Alabama at Birmingham	~~14.1001~~	~~Electrical Engineering, BSEE~~
	14.4701	Electrical and Computer Engineering, BSECE
University of Alabama at Birmingham	51.1005	~~Clinical Laboratory Science, MS~~
		Medical Laboratory Science, MS

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

Jacksonville State University	15.0303	Applied Electronics Engineering, BS

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:

Auburn University	13.0501	Library Media (Certification), MEd
Auburn University	13.0501	Library Media (Certification), EdS
Troy University	51.0000	Applied Health, BS
Troy University	51.0001	Health Promotion, BS

Two-Year Institutions: NONE

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

INFORMATION ITEM: C-8   <u>Updates to Academic Units</u>

<u>Staff Presenter</u>:   Ms. Lakerri Gill
                                           Credential Registry Specialist

<u>Staff Recommendation</u>:   For information only.

<u>Background</u>:   According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs 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.

Generally, 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, do not require additional resources to implement and are therefore considered non-substantive. Establishment or changes to academic units of administration, research, or public service, are also considered non-substantive. 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, or otherwise requires substantial investment of funds, Commission approval is required.

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

<u>Supporting Documentation</u>:   1. Non-Substantive Updates to Academic 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

Non-Substantive Updates to Academic Units

A. Establishment of Units

  None

B. Unit Name Changes

  • Auburn University, Change in the Name of the Department of Management to the Department of Management and Entrepreneurship in the Harbert College of Business

  • Auburn University, Change in the Name of the Department of Systems and Technology to the Department of Business Analytics and Information Systems in the Harbert College of Business

  • University of Alabama in Huntsville, Change in the Name of the Department of Music to the Department of Music, Theatre, and Film in the College of Arts, Humanities, and Social Sciences

C. Reorganization of Units

  None

D. Dissolution of Units

  None

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

INFORMATION ITEM: C-9   Extensions/Alterations to Existing Programs of Instruction

Staff Presenter: Ms. Lakerri Gill
                               Credential Registry Specialist

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

<u>Four-Year Institutions</u>

Auburn University

1. Addition of a Thesis Option to the existing MS in Statistics (CIP 27.0501)

Jacksonville State University

1. Addition of a concentration in Illustration to the existing BFA in Art (CIP 50.0701)

Troy University

2. Change the name of the concentration in Distributed Systems to Cloud and Big Data within the existing MS in Computer Science (CIP 11.0101)

3. Addition of a concentration in Data Science within the existing MS in Computer Science (CIP 11.0101)

4. Consolidation of two existing concentrations in Curriculum and Instructional Design and Instructional Technology into one concentration in Curriculum Design and Instructional Technology within the MS in Adult Education (CIP 13.1201)

University of Alabama

1. Addition of a concentration in Energy Systems to the existing MS in Mechanical Engineering (CIP 14.1901)

2. Change in the name of the Concentration in Statistics and Optimization within the BS in Mathematics (CIP 27.0101) to the Concentration in Mathematical Statistics and Optimization

3. Deletion of the Concentration of Value Investing within the BS in Finance (CIP 52.0801) and adaptation of coursework to a minor

University of Alabama at Birmingham

1. Addition of a concentration in Diversity, Equity, Inclusion, and Advocacy to the existing MS in Higher Education Administration (CIP 13.0406)

University of North Alabama

1. Addition of an option in Power Generation Engineering Technology to the existing BS in Engineering Technology (CIP 15.0000)

University of South Alabama

1. Addition of a concentration in Criminal Justice Administration to the existing MPA in Public Administration (CIP 44.0401)

University of West Alabama

1. Addition of a track in Multi-Dimensional Interior Design to the existing BA/BS in Integrated Marketing Communication (CIP 09.0199)

Two-Year Institutions

Shelton State Community College

1. Addition of an option in Business/Data Analytics to the existing AAS in Office Management and Supervision (CIP 52.0204)

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

INFORMATION ITEM: C-10   Implementation of Distance Education Programs

Staff Presenter: Ms. Lakerri Gill
       Credential Registry Specialist

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.

Jacksonville State University

- Master of Science in Criminal Justice (CIP 43.0104)—distance education modality retained, other modalities closed

- Master of Business Administration in Business Administration (CIP 52.0201)—distance education modality retained, other modalities closed

University of North Alabama

- Master of Arts in English (CIP 23.1301)

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.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 9, 2023

INFORMATION ITEM: C-11   <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 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 Vehicle Technology and Repair (CIP 47.0600)

- Drake State Community and Technical College, Associate of Applied Science and Certificate in Salon and Spa (CIP 12.0412)

- Drake State Community and Technical College, Associate of Applied Science and Certificate in Advanced Manufacturing (CIP 15.0613)

- Drake State Community and Technical College, Associate of Applied Science in Business Administration (CIP 52.0201)

<u>Four-Year Institutions</u>

- University of West Alabama, Master of Education in Student Affairs in Higher Education (CIP 13.0406)

- University of West Alabama, Master of Science in Guidance and Counseling (CIP 13.1101)

- University of West Alabama, Master of Science in Physical Education Non-Certification (CIP 13.1314)

- University of West Alabama, Master of Science in Family Counseling (CIP 51.1505)

- University of West Alabama, Master of Science in Clinical Mental Health Counseling (CIP 51.1508)

Programs Not Meeting Post-Implementation Conditions

- None

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.

        a.   Summary of Reports on Programs <u>that Met Post-Implementation Conditions</u>

Bevill State Community College
Associate of Applied Science and Certificate in Vehicle Technology and Repair (CIP 47.0600)
MET POST-IMPLEMENTATION CONDITIONS

  Approved by Commission: June 14, 2013

  Proposed Implementation Date: Fall 2013

  Actual Implementation Date: Fall 2015

  Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 8, based on the proposal (dates modified).

2. That the annual average number of graduates for the period 2014-15 through 2017-18 (four-year average) will be at least 8, 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.

AAS/CER in Vehicle Technology Repair (CIP 47.0600)	Average New Enrollment Headcount 2015-16 through 2019-20	Average Number of Graduates 2015-16 through 2019-20	Percentage of Graduates Employed in the Field
Required	8	8	75%
Reported	36.5	12.8	68%
	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 and Certificate in Salon and Spa Management (CIP 12.0412)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 14, 2013

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 will be at least 12 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 15, 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.

AAS/CER in Salon and Spa Management (CIP 12.0412)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates 2016-17 through 2020-21	Percentage of Graduates Employed in the Field
Required	12	15 (reduced to minimum viability of 7.5)	75%
Reported	41.5	11.8	88%
	Exceeded	Met	Met

Condition 1:   Enrollment condition met.

Condition 2:   The condition for graduates was met once the requirement was adjusted to reflect the minimum viability standard for this degree level.

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

Condition 4:   Assessment condition met.

Drake State Community and Technical College
Associate of Applied Science and Certificate in Advanced Manufacturing Technology (CIP 15.0613)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 12, 2015

Proposed Implementation Date: Fall 2015

Actual Implementation Date: Fall 2015

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years will be at least 12, based on the proposal.

2. That the annual average number of graduates for the period 2016-17 through 2019- 20 (four-year average) will be at least 9, 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.

AAS/CER in Advanced Manufacturing Technology (CIP 15.0613)	Average New Enrollment Headcount 2015-16 through 2019-20	Average Number of Graduates 2018-19 through 2020-21	Percentage of Graduates Employed in the Field
Required	12	9	75%
Reported	69.5	30.67	88%
	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.

Drake State Community and Technical College
Associate of Applied Science in Business Administration (CIP 52.0201)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 14, 2013

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 will be at least 16, based on the proposal.

2. That the annual average number of graduates for the period 2013-14 through 2017-18 (five-year average) will be at least 8, 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.

AAS in Business Administration (CIP 52.0201)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates 2014-15 through 2018-19	Percentage of Graduates Employed in the Field
Required	16	8	75%
Reported	34	9.6	77%
	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.

University of West Alabama
Master of Education in Student Affairs in Higher Education (CIP 13.0406)
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 12, based on the proposal (dates modified).

2. That the annual average number of graduates for the period 2017-18 through 2021-22 (five-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.

MEd in Student Affairs in Higher Education (CIP 13.0406)	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	12	8	75%
Reported	70.8	30.75	75%
	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 West Alabama
Master of Science in Guidance and Counseling, Non-Certification (CIP 13.1101)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 9, 2016

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 9, based on the proposal.

2. That the average number of graduates for the academic years 2018-19 through 2021-22, will be at least 21, 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.

MS in Guidance and Counseling (CIP 13.1101)	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	9	21 (reduced to minimum viability of 3.75)	75%
Reported	20	5.75	84%
	Exceeded	Met	Met

Condition 1: Enrollment condition met.

Condition 2: The condition for graduates was met once the requirement was adjusted to reflect the minimum viability standard for this degree level.

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

Condition 4: Assessment condition met.

University of West Alabama
Master of Science in Physical Education, Non-Certification (CIP 13.1314)
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 5, 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.

MS in Physical Education Non-Certification (CIP 13.1314)	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	5	75%
Reported	16.4	12.6	66.7%
	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.

University of West Alabama
Master of Science in Family Counseling (CIP 51.1505)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 9, 2016

Proposed Implementation Date: Spring 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 7, based on the proposal.

2. That the annual average number of graduates for the period 2017-18 through 2021-22 (five-year average) will be at least 11, based on the proposal.

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

MS in Family Counseling (CIP 51.1505)	Average New Enrollment Headcount 2017-18 through 2020-21	Average Number of Graduates, 2017-18 through 2020-21	Percentage of Graduates Employed in the Field
Required	7	11 (reduced to minimum viability of 3.75)	75%
Reported	33.6	6	NR
	Exceeded	Met	Not Met

Condition 1: Enrollment condition met.

Condition 2: The condition for graduates was met once the requirement was adjusted to reflect the minimum viability standard for this degree level.

Condition 3: Employment or continuing education condition was not met, though this condition is now for information only.

Condition 4: Assessment condition met.

University of West Alabama
Master of Science in Clinical Mental Health Counseling (CIP 51.1508)
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 11, based on the proposal.

2. That the annual average number of graduates for the period 2018-19 through 2020-21 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.

MS in Clinical Mental Health Counseling (CIP 51.1508)	Average New Enrollment Headcount 2017-18 through 2020-21	Average Number of Graduates, 2018-19 through 2020-21	Percentage of Graduates Employed in the Field
Required	11	8	75%
Reported	101	16	84%
	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.

b. Summary of Reports on Programs that <u>Did Not Meet Post-Implementation Conditions</u>

None