

Alabama Commission on Higher Education
100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
Website: www.ache.edu



COMMISSION MEETING

Jacksonville State University
700 Pelham Road North
Meehan Hall, 5th floor on Mountain Street
Jacksonville, AL 36265

September 8, 2023

10:00 a.m.

Public Zoom Option for Meeting:

<https://us02web.zoom.us/j/6569091900?pwd=KzJ3R05rb01NY1BoV1lCdCs2ZGNlZz09>

Meeting ID: 656 909 1900

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AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

Jacksonville State University
700 Pelham Road North
Meehan Hall, 5th Floor on Mountain Street
Jacksonville, AL 36265

September 8, 2023
10:00 AM

- I. Call to Order / Prayer/ Pledge of Allegiance**
- II. Roll Call of Members and Determination of Quorum**
- III. Welcome Remarks**
President Don Killingsworth
- IV. Approval of Agenda**
- V. Consideration of Minutes of June 9, 2023** 1
- VI. Chairman’s Report**
Commissioner Miranda Bouldin
- VII. Election of Officers**
Nominating Committee Report
- VIII. Executive Director’s Report**
Dr. Jim Purcell
 - Summer Bridge
 - Preliminary Enrollment Trends
 - Changes in FAFSA Rules
- IX. Discussion Items**
 - Deferred Maintenance Results- *Staff Presenter: Dr. Jim Hood*
 - Student Rights to Know Website- *Staff Presenter: Dr. Jim Hood*
 - Performance Based Funding- *Staff Presenter: Dr. Jim Hood*
 - Update the timeline status of the Alabama National Guard Education Assistance Program (ANGEAP) Administrative Procedures Code Changes - *Staff Presenter: Mrs. Artcola Pettway*
 - (Re)Engage Alabama Community of Practice: *Dr. Robin McGill*
- X. Decision Items**
 - A. Forever Wild Appointment**..... 6
Staff Presenter: Mrs. Margaret Gunter
 - B. Approval of 2024 Meeting Schedule**..... 7
Staff Presenter: Dr. Stephanie Dolan
 - C. Fiscal Year 2023-24 Operations Plan** 8
Staff Presenter: Mrs. Veronica Harris

D. Preliminary Approval of Administrative Procedures for the New Chapter 300-4-13: (Re)Engage Alabama Grant Program	11
<i>Staff Presenter: Mrs. Artcola Pettway</i>	
E. Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2023-2024 Academic Year	30
<i>Staff Presenter: Mrs. Takena Jones</i>	
F. Final Approval of Amendments to the Administrative Procedures for Academic Program Review	
1. Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions §300-2-1-.03	31
<i>Staff Presenter: Dr. Robin McGill</i>	
2. Operational Policy on the Approval, Disapproval, Deferral, and Withdrawal of New Programs of Instruction §300-2-1-.04	44
<i>Staff Presenter: Dr. Robin McGill</i>	
3. New Rule within the Administrative Procedures for Academic Program Review: Evaluation of Changes to Instructional Role and Academic Units §300-2-1-.11	51
<i>Staff Presenter: Dr. Robin McGill</i>	
G. Preliminary Approval of Repeal and New Rule §300-2-1-.02 within Administrative Procedures for Academic Program Review	59
<i>Staff Presenter: Dr. Robin McGill</i>	
H. Preliminary Approval of Amendments to the Administrative Procedures for Academic Program Review §300-2-1-.10	68
<i>Staff Presenter: Dr. Robin McGill</i>	
I. Academic Programs	
1. Athens State University	
Bachelor of Science in Marketing and Analytics (CIP 52.1401).....	73
<i>Staff Presenter: Dr. Robin McGill</i>	
2. Auburn University	
a. Bachelor of Science in Drug and Biopharmaceutical Sciences (CIP 51.2010)	81
<i>Staff Presenter: Dr. Robin McGill</i>	
b. Master of Science in Business Administration-Finance (CIP 52.0201) - Substantive Modification	88
<i>Staff Presenter: Dr. Robin McGill</i>	
3. Auburn University at Montgomery	
Master of Science in Biochemistry and Molecular Biology (CIP 26.0210)	92
<i>Staff Presenter: Dr. Robin McGill</i>	

4. Troy University	
a. Change of Instructional Role to Doctoral Granting	100
<i>Staff Presenter: Dr. Robin McGill</i>	
b. Master of Business Administration in Business Design (CIP 52.0701).....	107
<i>Staff Presenter: Dr. Robin McGill</i>	
5. University of Alabama	
Master of Science in Nursing in Master’s Entry to the Profession of Nursing (CIP 51.3801)	116
<i>Staff Presenter: Dr. Robin McGill</i>	
6. University of Alabama at Birmingham	
Master of Science in Healthcare Innovation (CIP 51.0722).....	124
<i>Staff Presenter: Dr. Robin McGill</i>	
7. University of Montevallo	
Doctor of Education in Educational Leadership (CIP 13.0401).....	132
<i>Staff Presenter: Dr. Robin McGill</i>	
8. University of North Alabama	
a. Bachelor of Science in Instructional Technology and Design (CIP 13.0501)	140
<i>Staff Presenter: Dr. Robin McGill</i>	
b. Bachelor of Engineering in Engineering (CIP 14.0101).....	147
<i>Staff Presenter: Dr. Robin McGill</i>	
c. Bachelor of Business Administration in Human Resource Management (CIP 52.1001)	157
<i>Staff Presenter: Dr. Robin McGill</i>	
d. Master of Science in Occupational Safety and Health Management (CIP 51.2206)	164
<i>Staff Presenter: Dr. Robin McGill</i>	
e. Doctor of Social Work in Social Work (CIP 44.0701).....	173
<i>Staff Presenter: Dr. Robin McGill</i>	
9. Snead State Community College	
a. Associate of Applied Science and Certificate in HVAC/R Technology (CIP 15.0501)....	181
<i>Staff Presenter: Mrs. Kristan White</i>	
b. Associate of Applied Science and Certificate in Machine Tool Technology (CIP 48.0501).....	188
<i>Staff Presenter: Mrs. Kristan White</i>	
10. Wallace Community College-Selma	
Associate of Applied Science and Certificate in Modern Manufacturing (CIP 15.0613).....	195
<i>Staff Presenter: Mrs. Kristan White</i>	

J. Information Items

1. Distribution of 2023-2024 Alabama Student Assistance Program (ASAP) Funds..... 202
Staff Presenter: Mrs. Takena Jones
2. Troy University, Annual Report of Program Offerings at Dothan and Montgomery
Campuses..... 206
Staff Presenter: Dr. Robin McGill
3. Implementation of Non-Degree Programs at Senior Institutions215
Staff Presenter: Ms. Lakerri Gill
4. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)..... 222
Staff Presenter: Ms. Lakerri Gill
5. Changes to the Academic Program Inventory.....224
Staff Presenter: Ms. Lakerri Gill
6. Updates to Academic Units..... 227
Staff Presenter: Ms. Lakerri Gill
7. Extensions/Alterations to Existing Programs of Instruction229
Staff Presenter: Ms. Lakerri Gill
8. Implementation of Distance Education Programs233
Staff Presenter: Ms. Lakerri Gill
9. Summary of Post-Implementation Reports234
Staff Presenter: Mrs. Kristan White
 - a. Programs that Met Post-Implementation Conditions: None
 - b. Programs that Did Not Meet Post-Implementation Conditions: None

K. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING June 9, 2023

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, June 9, 2023, in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama. Commissioner Bouldin called the meeting to order at 10:00 a.m. and asked Commissioner Price to open the meeting with a prayer. Commissioner Bouldin 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 a quorum of members was present.

Commission Members present: Miranda Bouldin, Charles Buntin, Stan Pylant, Amy Price, Ann Forbes-Sirmon, Larry Turner, Jody Singleton, Paul Kennedy, Rod Scott, and Timothy Gyan.

Commission Members absent: Stan Nelson

III. Approval of Agenda

RESOLVED: Commissioner Pylant moved to adopt the published agenda for the June 9, 2023 meeting. Commissioner Buntin seconded. The agenda was approved.

IV. Consideration of Minutes of March 10, 2023.

RESOLVED: Commissioner Price moved for approval of the March 10, 2023 minutes. Commissioner Singleton seconded. Motion carried.

V. Chairman's Report

Commissioner Bouldin welcomed everyone to the meeting. She announced the appointment of the Nominating Committee for the election of officers.

Committee members appointed were Commissioners Singleton (Chair), Scott, and Gyan. The committee will report at the September 8, 2023 meeting of the Commission.

Commissioner Bouldin recognized Commissioner Stan Pylant, whose term is ending August 31, 2023, for his service and presented him with a framed resolution.

VI. Executive Director's Report

Dr. Purcell reported on the following:

- New Staff-Student Workers and ACHE fellows
Dr. Purcell introduced the summer student workers and the ACHE fellows.
- State Workforce Needs
Dr. Purcell presented a PowerPoint presentation on the state workforce needs. He also made a ChatGPT demonstration. A copy of the PowerPoint presentation can be found on the ACHE website at www.ache.edu.

VII. Discussion Items

- Legislative Update
Mrs. Margaret Gunter reported on the ACHE Legislative updates for the current session.
A copy of the PowerPoint presentation can be found on the ACHE website at www.ache.edu.

VIII. Decision Items

A. Preliminary Approval of Amendments to the Administrative Procedures for Academic Program Review

Commissioner Turner thanked the Academic Affairs committee, Dr. Robin McGill, Dr. Purcell, and staff for all the work that went into the changes of the administrative procedures. He added the Academic Affairs Committee approves of the changes.

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

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

RESOLVED: Commissioner Pylant moved to accept the recommendation for preliminary approval of the amendments to the administrative procedures. Commissioner Gyan seconded. Motion carried.

2. Operational Policy on the Approval, Disapproval, Deferral, and Withdrawal of New Programs of Instruction §300-2-1-.04

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

RESOLVED: Commissioner Price moved to accept the recommendation for preliminary approval of the amendments to the administrative procedures, including change of the administrative code's title to Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring. Commissioner Sirmon seconded. Motion carried.

3. Evaluation and Changes of Instructional Roles and Academic Units §300-2-1-.XX

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

RESOLVED: Commissioner Buntin moved to accept the recommendation for preliminary approval of the addition of a new section for changes to the instructional role and units of instruction to the administrative procedures. Commissioner Singleton seconded. Motion carried.

B. Academic Programs

1. Alabama State University

Bachelor of Science in Mechanical Engineering (CIP 14.1901)

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 Price seconded. Motion carried.

2. Athens State University

- a. Master of Education in Training and Development (CIP 13.0607)

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 Sirmon seconded. Motion carried.

- b. Master of Fine Arts in Integrative Design (CIP 50.0702)

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.

3. Auburn University

- Bachelor of Science in Public and One 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 Singleton seconded. Motion carried.

4. University of Alabama

- a. Bachelor of Arts in Applied Liberal Arts and Sciences (CIP 24.0101)

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

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

- b. Bachelor of Science in Data Science (CIP 30.7001)

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 Scott seconded. Motion carried.

- c. Bachelor of Science in Business Statistics (CIP 52.1302)

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 Gyan seconded. Motion carried.

5. University of Alabama at Birmingham

- a. Bachelor of Arts in Writing and Media (CIP 23.1301)

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 Singleton seconded. Motion carried.

b. Master of Science in Global Health (CIP 51.2210)

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 Price seconded. Motion carried.

6. University of West Alabama

a. Master of Education in Dyslexia Therapy (CIP 13.1011)

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 Sirmon seconded. Motion carried.

b. Master of Science in Data Science (CIP 30.7102)

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 Price seconded. Motion carried.

7. Central Alabama Community College

Associate of Applied Science in Marine Technology (CIP 47.0616)

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

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

8. Enterprise State Community College

Associate of Applied Science in Registered Nursing (CIP 51.3801)

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

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

9. Lurleen B. Wallace Community College

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

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

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

10. Northwest-Shoals Community College

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

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

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

C. Information Items

RESOLVED: Commissioner Buntin moved that the Commission accept Information Items 1 through 11. Commissioner Sirmon seconded. Motion carried.

1. Coastal Alabama Community College, New Exempt Off-Campus Site: Erich Heine Learning Center
2. Coastal Alabama Community College, New Exempt Off-Campus Site: Infirmary Eastern Shore
3. J.F. Drake State Community and Technical College, New Exempt Off-Campus Site: Huntsville Hospital
4. Trenholm State Community College, New Exempt Off-Campus Site: Institute for Patient Safety and Medical Simulation in Montgomery
5. Implementation of Non-Degree Programs at Senior Institutions
6. Implementation of New Short Certificate Programs (Less than 30 Semester Hours)
7. Changes to the Academic Program Inventory
8. Updates to Academic Units
9. Extensions/Alterations to Existing Programs of Instruction
10. Implementation of Distance Education Programs
11. Summary of Post-Implementation Reports

IX. Adjournment

The meeting was adjourned at 11:28 a.m.

The next meeting of the Commission is scheduled for, September 8, 2023.

Miranda Bouldin, Chairman

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

James E. Purcell, Executive Director

Notary Public

DECISION ITEM: A Forever Wild Appointment of Board Member

Staff Presenter: Mrs. Margaret M. Gunter
Director of Communications & Governmental Relations

Staff Recommendation: The staff recommends that the Commission appoint Dr. James McClintock, University of Alabama at Birmingham, to the Alabama Forever Wild Land Trust.

Background: Act No. 91-219 established a Board of Trustees of the Alabama Forever Wild Land Trust. ACHE appoints three members to serve staggered terms (every two years) to the Forever Wild Board. This appointment will represent the Central District and will expire on September 30, 2029.

Dr. McClintock is an Endowed University Professor of Polar and Marine Biology at UAB. He has extensive experience in invertebrate zoology, marine invertebrate chemical ecology, ocean acidification, and polar marine biology.

Dr. McClintock has published over 290 scientific publications, edited and written books, and has been invited to make numerous scientific and popular science presentations.

His research has been funded continuously over the past 25 years by the National Science Foundation, focusing on aspects of marine invertebrate nutrition/reproduction, primarily Antarctic marine chemical ecology. His research has grown to include studies of the impacts of rapid climate change and ocean acidification on Antarctic marine algae and invertebrates.

Dr. McClintock is highly qualified to serve on the Forever Wild Board. The staff recommends that he be approved.

Supporting Documentation: None.

DECISION ITEM: B Approval of 2024 Meeting Schedule

Staff Presenter: Dr. Stephanie Dolan
Assistant Director of General Services

Staff Recommendation: That the Commission approve the proposed meeting schedule for 2024.

The following dates are all Fridays.

Proposed Meeting Schedule for 2024:

March 8, 2024
June 14, 2024
September 13, 2024
December 13, 2024

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

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

Supporting Documentation: None.

DECISION ITEM: C Fiscal Year 2023-24 Operations Plan

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

Staff Recommendation: That the Commission approve the proposed Operations Plan for Fiscal Year 2023-24.

Background: The purpose of the Operations Plan is to ensure that the objectives of the Legislature's FY 2023-24 appropriations are satisfied. Each agency is required to submit a plan for each budget unit showing expenditures for each quarter of the fiscal year. This plan, which was due to the Executive Budget Office on July 31, 2023, was submitted; however, any changes can be made with a revision.

In Fiscal Year 2023-24, the Commission's total budget will be \$65,210,577. This is a \$3,612,469 increase from FY 2022-23 budget of \$61,598,108.

There is one new line item in the FY 2023-24 Education Trust Fund (ETF) budget.

Alabama HBCU Cares	\$650,000
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The following programs received the following increases/ (decreases) in the FY 2023-24 ETF budget:

ACHE Operations and Maintenance	\$ 91,347
Retain Alabama	\$ 100,000
Alabama Student Assistance Program	\$1,000,000
Alabama Student Grant Program	\$1,000,000
Articulations	\$ 206,279
Experimental Program Stimulate Research	\$ 59,968
Network of Alabama Academic Libraries	\$ 4,875
Alabama Agricultural Land Grant Alliance	\$ 100,000
Resource Conservation & Development	\$ 700,000
Soil and Water Conservation Committee	\$ 150,000
Alabama Forestry Foundation	\$ (650,000)
AKEEP Teacher Recruitment Partnership	\$ 50,000
National Computer Forensics	\$ 100,000
Alabama Humanities Foundation	\$ 100,000
USS Alabama Battleship	\$ 600,000

In terms of sources of revenue, in the coming fiscal year, approximately 99.3% of the Commission's funds come from the state's Education Trust Fund and .7% comes from local funds. ACHE currently receives no funds from the federal government.

In FY 2023-24, approximately 88.6% of the Commission's budget will be directed toward Grants and Benefits. The operations portion of the budget represents approximately 11.4% of the total funds available.

ALABAMA COMMISSION ON HIGHER EDUCATION
September 8, 2023

Supporting Documentation:

1. EBO Form 8. Agency Summary. Attached.
2. FY 2022-23 Operations Plan. Entire Document.
Available upon request.

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

OPERATIONS PLAN
 FISCAL YEAR 2023-2024

AGENCY NO. 319

DATE: _____ AGENCY NAME: ALABAMA COMMISSION ON HIGHER EDUCATION

APPROPRIATION UNIT NAME: AGENCY SUMMARY APPROPRIATION UNIT NO. 152, 153,340
 172, 189, 151

ACTIVITY NAME: ALL ACTIVITIES ACTIVITY NO.: ALL

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

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

CODE EXPENDITURES BY
 NO. MAJOR OBJECT:

01	PERSONNEL COSTS	1,228,012	970,431	970,431	810,643	3,979,517
02	EMPLOYEE BENEFITS	335,873	292,757	292,757	260,960	1,182,347
03	TRAVEL-IN-STATE	12,400	13,725	13,400	16,200	55,725
04	TRAVEL-OUT-OF-STATE	15,500	10,100	6,945	16,500	49,045
05	REPAIRS AND MAINTENANCE	300	1,100	1,100	1,300	3,800
06	RENTALS & LEASES	168,400	157,239	157,116	164,666	647,421
07	UTILITIES & COMMUNICATION	22,100	27,250	19,300	29,301	97,951
08	PROFESSIONAL SERVICES	198,514	188,161	181,895	204,390	772,960
09	SUPPLIES & OPERATIONS	96,372	44,169	160,109	184,166	484,816
10	TRANSPORTATION EXPENSES	3,000	2,200	2,892	5,500	13,592
11	GRANTS, BENEFITS & CLAIMS	14,446,626	14,509,661	14,405,864	14,447,917	57,810,068
12	CAPITAL OUTLAY					
13	TRANSPORTATION PURCHASES			-		-
14	OTHER EQUIPMENT PURCHAS	10,600	7,500	12,485	82,750	113,335
15	DEBT SERVICE					
16	NON-EXPENDITURE DISB.					
		- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
	TOTAL EXPENDITURES	16,537,697	16,224,293	16,224,294	16,224,293	65,210,577
		= = = = =	= = = = =	= = = = =	= = = = =	= = = = =
SOURCE OF FUNDS						
FUND	FUND NAME					
NO.						
403	FUNDS BROUGHT FWD(FEDER	-				-
754	FUNDS BROUGHT FWD (TSPAT)					
200	ETF	16,428,638	16,115,233	16,115,234	16,115,233	64,774,338
403	FEDERAL AND LOCAL	109,059	109,060	109,060	109,060	436,239
458	AGSLP					
1160	FUNDS BROUGHT FWD(MONITOR)					
778	SAILS					
200	COLA SALARY INCREASE					
1170	AL STUDENT ASSISTANCE KNIGHT					
		- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
	TOTAL SOURCE OF FUNDS	16,537,697	16,224,293	16,224,294	16,224,293	65,210,577
		= = = = =	= = = = =	= = = = =	= = = = =	= = = = =

EBO USE ONLY

DATE:

APPROVED: 

A:

DATE: 7/26/23

DECISION ITEM: D

Preliminary Approval of Administrative Procedures for the
New Chapter 300-4-13: (Re)Engage Alabama Grant
Program

Staff Presenter:

Mrs. Artcola Pettway
Grants and Scholarships Associate

Staff Recommendation:

That the Commission preliminarily approve the proposed administrative procedures for the new Chapter 300-4-13: (Re)Engage Alabama Grant Program.

Background:

This program was created through Alabama Act 2023-539.

The purpose of the program is to increase the number of Alabama adults with college degrees, to encourage adults who have earned some college credit hours to return to college and complete a college degree program connected with the workforce development needs that is aligned with Alabama's high demand occupation list, and to establish a grant program that will provide financial assistance to adult learners for postsecondary education in the state of Alabama.

The Alabama Commission on Higher Education (ACHE) is the state agency responsible for the administration of the program and is responsible for establishing appropriate rules and regulations for the implementation of the program. The program will be administered in accordance with the policies and procedures established by ACHE.

Supporting Documentations:

1. Proposed Administrative Procedures for the (Re)Engage Alabama Grant Program (attached).

Attachment 1

ALABAMA COMMISSION ON HIGHER EDUCATION ADMINISTRATIVE CODE

CHAPTER 300-4-13 (RE)ENGAGE ALABAMA GRANT PROGRAM

TABLE OF CONTENTS

300-4-13-.01	Purpose of Grant Program
300-4-13-.02	Organization
300-4-13-.03	Definition of Terms
300-4-13-.04	Audits
300-4-13-.05	Rule Making Authority
300-4-13-.06	Awarding Procedures
300-4-13-.07	Disbursement of Funds
300-4-13-.08	Refund and Repayment Requirements
300-4-13-.09	Review Procedures
300-4-13-.10	Maintenance of Records

300-4-13-.01 Purpose of Grant Program

(1) The purpose of the (Re)Engage Alabama Grant Program is to increase the number of Alabama adults with college degrees; to encourage adults who have earned some college credit hours to return to college, enroll, and complete a college degree program that is connected with workforce development needs and aligned with Alabama's high demand occupations list; and to provide financial assistance to adult learners of the State of Alabama for postsecondary education in the State of Alabama. This scholarship was established in 2023 during the legislative session as Act 2023-539.

Author(s): Artcola Pettway and Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §40-18-422, et seq.
Alabama Act 2023-539

History: Filed September XX, 2023. **Amended:** Filed XXXX; effective XXXX.

300-4-13-.02 Organization

(1) It is the responsibility of the Alabama Commission on Higher Education (ACHE) to establish and oversee the policies and procedures for the administration and implementation of the (Re)Engage Alabama Grant Program.

(2) ACHE shall appoint staff as needed to ensure efficient operation of the program and is the final authority in determining eligible program applicants.

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

Author(s): Artcola Pettway and Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §40-18-422, et seq.
Alabama Act 2023-539

History: Filed September XX, 2023. **Amended:** Filed XXXX; effective XXXX.

300-4-13-.03 Definition of Terms

(1) ACADEMIC TERM. A portion of an academic year, such as a semester or quarter, during which an educational institution holds classes (i.e., Fall, Winter, Spring, or Summer).

(2) ADULT LEARNER. A person who is 25 years or older returning to college.

(3) ALABAMA RESIDENT. A person who has been classified as an in-state resident by an authorized institution and has established residency within the state of Alabama for at least a 12-month period prior to the beginning of the term for which financial assistance is requested and is in the State of Alabama for other than a temporary purpose.

(4) APPROVED INSTITUTION. A state-supported institution of higher education or a private, nonprofit institution of higher education that satisfies all of the following:

(a) Is accredited by the Southern Association of Colleges and Schools Commission on Colleges or the Council on Occupational Education,

(b) Is eligible to receive Title IV federal student aid program funds, and

(c) Maintains its primary headquarters in Alabama.

(5) AUTHORIZED INSTITUTION. An approved institution that files a signed and dated (Re)Engage Alabama Grant Program Institutional Agreement with the Commission to comply with all rules, regulations, policies, and procedures of the (Re)Engage Alabama Grant Program set forth by the Commission.

(6) COMMISSION. The Alabama Commission on Higher Education (ACHE).

(7) CONTINUOUS ENROLLMENT. When an adult learner is making academic progress toward degree completion without a stop-out in enrollment of more than one consecutive semester or quarter (i.e., Fall/Winter to Spring, Spring to Summer/Fall, or Summer to Fall).

(8) CREDITS (SEMESTER CREDIT AND QUARTER CREDIT). A semester credit is 1.5 times that of a quarter credit.

(9) ELIGIBLE PROGRAM. An eligible program that is a nonsectarian, secular educational program aligned with Alabama's high demand workforce needs promulgated by the Alabama Committee on Credentialing and Career Pathways.

(10) ELIGIBLE STUDENT. A person who completed the Free Application for Federal Student Aid (FAFSA), is in pursuit of one's first associate or baccalaureate degree, satisfies the criteria set out in the Act 2023-539, and is found to be eligible by rules adopted by the Commission.

(11) FULL-TIME STUDENT. A full-time student is defined as an eligible student who is carrying a full-time academic workload measured in terms of course work or other required activities, including courses, work experience, research, or special studies which the institution requires of the student to be considered as being engaged in full-time study, which amounts to the equivalent of a minimum of twelve (12) semester hours or eighteen (18) quarter hours per academic term; or the student is charged the tuition and fees for full-time study by the

institution. For purposes of this program, no more than one course [with a maximum of four (4) semester credit hours] per academic term for courses in religion or theology shall be considered when calculating a student's full-time status.

(12) GRANT. A financial award by the State of Alabama to defray the cost of tuition and mandatory fees to an eligible adult learner who is currently enrolled in an authorized institution.

(13) PART-TIME STUDENT. An eligible student who is carrying a part-time academic workload measured in terms of course work or other required activities, including courses, work experience, research, or special studies which the institution requires of the student to be considered as being engaged in part-time study, which amounts to the equivalent of a minimum of six (6) semester hours or nine (9) quarter hours per academic term; or the student is charged the tuition and fees for part-time study by the institution. Any student enrolled for less than the equivalent of six (6) semester hours or nine (9) quarter hours is ineligible for a (Re)Engage Alabama Grant Program payment. For purposes of this program, no more than one course (with a maximum of four (4) semester credit hours per academic term for courses in religion and theology) shall be considered when calculating a student's part-time status.

(14) PROGRAM. The (Re)Engage Alabama Grant Program created by the Act 2023-539 and administered by the Commission that provides grant award payments to institutions for eligible adult learners for college degree completion.

(15) PRORATION OF FUNDS. Should funds appropriated to the (Re)Engage Alabama Grant Program be insufficient to provide such recipients with a full grant payment for any term(s) during an academic year, each eligible student shall receive a pro rata grant share of the available funds.

(16) (RE)ENGAGE ALABAMA GRANT PROGRAM FORMS. Institutions will be required to submit the following documents:

(a) (Re)Engage Alabama Grant Program Institutional Agreement - the document is to be signed by the President of the institution.

(b) (Re)Engage Alabama Grant Program Application - the document is to be completed and submitted by each student seeking (Re)Engage Alabama Grant Program funds per academic term.

(c) (Re)Engage Alabama Grant Program Award List - the document is to be completed and submitted by the financial aid office representative acknowledging certification of all applicants per academic term.

(d) (Re)Engage Alabama Grant Program Refund Form - the document is to be completed by the financial aid office representative for any checks or refunds to be returned per academic term.

(17) REFUNDS. If a student withdraws or becomes ineligible for the (Re)Engage Alabama Grant Program during the academic term of the award year, the institution will not award the (Re)Engage Alabama Grant Program funds to the student. If a student withdraws from the college or reduces one's course-load after receiving (Re)Engage Alabama Grant Program funds, but before the end of the academic term and is not entitled to a refund in accordance with the institution's refund policy, the (Re)Engage Alabama Grant Program will not require the institution to refund the institution's (Re)Engage account any portion of the grant award which was utilized by the student for the period of actual attendance. However, if the grant award exceeds the amount of the educational cost to the student, the institution must return the overpayment difference to the institution's (Re)Engage account for potential future redistribution to another eligible student. The institution must maintain documentation of the student's records, listing (a) the date the student withdrew, (b) the net institutional charges to the student for the period of the student's attendance, (c) the amount of the student's grant award, and (d) the amount of refund due to the (Re)Engage Program.

(18) RENEWAL OF GRANT. A student grant recipient who maintains eligibility and continuous enrollment as defined may receive the award the next academic term or until such time as the student receives an associate or baccalaureate degree. Each term's renewed award amount is determined by the number of hours enrolled and must be reflected in the certified (Re)Engage Award List. Therefore, the student must complete an application for each term.

(19) STOP-OUT. A student who was not enrolled or attended a postsecondary education institution for least two (2) years (24 consecutive months) prior to current enrollment.

(20) TRANSFER STUDENT. Each (Re)Engage Alabama Grant Program award is made on the basis of the student applicant

attending the postsecondary educational institution listed on the student's application form. A student grant recipient who elects to transfer from the original awarding institution to another educational institution will automatically become ineligible for the grant as the (Re)Engage Alabama Grant Program award is not transferable from one educational institution to another.

(21) UNDERGRADUATE STUDENT. An eligible student with the completion of at least 36 credit hours for an associate degree or at least 72 credit hours for a baccalaureate degree of a college degree program that is connected with workforce development needs and aligned with Alabama's high demand occupations list promulgated by the Alabama Committee on Credentialing and Career Pathways; and at an approved institution and has not earned an associate or baccalaureate degree. Students who have previously earned an associate or baccalaureate degree, even though they may be enrolled in an undergraduate course of study, are not eligible for a (Re)Engage Alabama Grant Program grant.

(22) YEAR. An academic year that shall be divided into Fall, Winter, Spring, and Summer terms. The term does not mean calendar or fiscal year.

Author(s): Artcola Pettway and Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §40-18-422, et seq.
Alabama Act 2023-539

History: Filed September XX, 2023. **Amended:** Filed XXXX; effective XXXX.

300-4-13-.04 Audits

(1) Each approved institution receiving grants on behalf of, and to the credit of, any student shall be subject to examination at any time by the Commission, the Examiner of Public Accounts, or the State Auditor, for the purpose of determining whether such institution has complied with the policies and procedures of the (Re)Engage Alabama Grant Program. If an institution certifies an ineligible student for a (Re)Engage Alabama Grant Program award, the amount of the grant paid pursuant to such certification shall be refunded by the institution to the (Re)Engage Alabama Grant Program. The Department of Examiners of Public Accounts may audit all receipts, disbursements, assets, liabilities, and other resources of any postsecondary educational institution receiving grant funds on behalf of, and to the credit of, any student.

Author(s): Artcola Pettway and Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §40-18-422, et seq.
Alabama Act 2023-539

History: Filed September XX, 2023. **Amended:** Filed XXXX; effective XXXX.

300-4-13-.05 Rule Making Authority for Grant Program

(1) The (Re)Engage Alabama Grant Program shall be administered by the Commission, which may adopt any rules necessary for the administration of the program.

(2) The allocation of funds is based on the proportional share of Alabama-resident graduates of the approved public institutions' programs divided by available funds. Similar calculation is conducted for the approved private, nonprofit institutions using IPEDS and institutional data requests.

(a) Using the Alabama Committee on Credentialing and Career Pathways (ACCCP) statewide high demand occupation list, the process to determine each institution's fund allocation is as follows:

1. Careers requiring an associate or bachelor's degree within the upper quartile based on the ACCCP high demand and high wage are identified as the workforce shortages to be targeted for the program.

2. The nationally recognized Classification of Instructional Programs (CIPs) that align with the upper quartile ACCCP high wage high demand occupations are identified to create a program CIP listing.

3. From the program CIP listing, the CIPs that are offered at the approved institutions are identified per institution.

4. Historical data of Alabama-resident graduates per CIP for each approved institution is collected and analyzed to evaluate the total average degree count for the associate and baccalaureate levels for the program CIPs.

5. The associate average annual degree total and the baccalaureate average annual degree total are each divided by the overall combined average annual degree total to determine the percentage of available funds to be allocated per degree level (i.e., the initial distribution for 2024 yielded 74% of funds to

be allocated for baccalaureate and 26% of funds to be allocated for associate).

6. Each institution's average number of in-state degrees awarded is divided by the total degrees per level (associate or baccalaureate) to determine the institution's degree percentage within the degree level.

7. Each institution's degree percentage is multiplied by the amount of the degree level portion of funds determined in section .05(2)(a)5.

8. The number of potential grant recipients is determined by dividing the institution's funding portion in section .05(2)(a)7 by the maximum per academic year award for a full-time student (i.e., Bachelor's: minimum 72 hours earned with at least 48 remaining for degree completion at 120 hours, costing \$12,000 at \$250 per credit hour; Associate: minimum 36 hours earned with at least 24 remaining for degree completion at 60 hours, costing \$3,000 at \$125 per credit hour.) This funding calculation yields ample funding for students who would require the maximum number of hours (based on 60 credit hours for associate and 120 credit hours for bachelor's) to complete a degree in one of the qualifying CIPs.

Author(s): Artcola Pettway and Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §40-18-422, et seq.
Alabama Act 2023-539

History: Filed September XX, 2023. **Amended:** Filed XXXX; effective XXXX.

300-4-13-.06 Awarding Procedures

(1) The following procedures shall be the method used by the Commission for making the (Re)Engage Alabama Grant Program funds available to approved institutions for eligible students:

(a) Each applicant must submit to the eligible institution a yearly Free Application for Federal Student Aid application (FAFSA).

(b) An applicant may receive consideration for the (Re)Engage Alabama Grant Program award at only one approved institution during one academic term. An application must be submitted for each term of enrollment. The student recipient must remain continuously enrolled at the same approved institution

while seeking to complete a degree in the approved (Re)Engage Program to maintain eligibility.

(c) The (Re)Engage Alabama Grant Program Application may be obtained from approved institutions.

1. All information requested on the initial (Re)Engage Alabama Grant Program Application must be completed by the student and submitted to the Financial Aid Office of the approved institution in which the student is enrolled by the given deadline date. As long as a student is continuously enrolled as defined, the student is to complete a (Re)Engage Alabama Grant Program application for each term following the initial award term. All applications must be kept on file (electronically or paper) by the institution for at least five years following the student receiving a degree. Should a student not be continuously enrolled at the institution, a new application is required following stop-out, as defined, prior to the new enrollment and reconsideration of receiving the grant. ACHE is to receive a copy of all applications and the certified (Re)Engage Alabama Grant Program Award List within 30 business days of the student application deadlines each academic term.

(i) Student application deadlines for semester terms are as follows:

(I) Fall Semester term grant applications must be received by September 15.

(II) Spring Semester term grant applications must be received by February 15.

(III) Summer Semester term grant applications must be received by June 15.

(ii) Student application deadlines for quarter terms are as follows:

(I) Fall Quarter term grant applications must be received by September 15.

(II) Winter Quarter term grant applications must be received by January 15.

(III) Spring Quarter term grant applications must be received by April 15.

(IV) Summer Quarter term grant applications must be received by June 15.

2. Initial applications received by an approved institution's Financial Aid Office shall be dated when received. Each initial application shall have a preliminary review by the institution to determine if the application is complete and meets the eligibility criteria for a grant. Each student applicant shall be notified by the institution when the initial application is incomplete and additional information is needed. If all items and information requested on the initial application form are not completed, the application is invalid and the student is ineligible to receive the (Re)Engage Alabama Grant Program payment. The institution shall notify each applicant who does not meet all eligibility criteria and is, therefore, ineligible for the (Re)Engage Alabama Grant Program award.

3. All applications which pass the institution's preliminary review for eligibility shall be compared to other appropriate institutional records. Institutional records shall be used to verify the following requirements for each student applicant:

- (i) Age, 25 years or older.
- (ii) A citizen or a lawful permanent resident of the United States.
- (iii) A resident of Alabama.
- (iv) A graduate of a secondary school or the recognized equivalent of a high school graduate.
- (v) Has not attended a postsecondary education institution for at least two (2) years (24 consecutive months) prior to their current enrollment.
- (vi) Has not earned an associate or baccalaureate degree at any other institution prior to applying for the (Re)Engage Alabama Grant Program.
- (vii) Classified as an undergraduate student with the completion of at least 36 credit hours for an associate degree or at least 72 credit hours for a baccalaureate degree.
- (viii) Enrolled as a full-time student (minimum of twelve (12) semester hours) or part-time (minimum of six (6) semester

hours) student in an eligible program in an authorized institution leading to an associate degree or baccalaureate degree that is aligned with Alabama's high demand workforce needs promulgated by the Alabama Committee on Credentialing and Career Pathways.

(ix) Has good academic standing as defined by the institution.

(x) Not enrolled in a course of study leading to an undergraduate degree in theology, divinity, or field of preparation for a religious vocation.

(d) For students who are to be determined as eligible for a (Re)Engage Alabama Grant Program award each term, the institution shall complete a certified (Re)Engage Alabama Grant Program Award List and submit the list to the Commission. The award list shall include but is not limited to the following information: student's full name, identification number, the eligible program in which the student is enrolled, current term requesting funds, prior terms of received funds (includes renewals of grant), and total enrollment hours of all students to validate eligibility and determine award amount during the identified academic term. This list will be electronically shared with the Commission using a Secure File Transfer Protocol (SFTP) network provided by the Commission for security purposes. The financial aid office representative and the president of each institution shall sign the approved institution's (Re)Engage Alabama Grant Program Award List for each academic term, certifying that each student on the roster is eligible for the award and has submitted a complete and acceptable (Re)Engage Alabama Grant Program application to the institution on or before the application deadline for the term in which payment is requested.

(e) The maximum award amount a full-time student may receive per academic term is \$3,000 for universities and \$1,500 for community colleges. The maximum award shall be reduced proportionately for students who enroll six to eleven hours and for students enrolled in less common academic terms, such as quarters, summer terms, and intersessions.

(f) Each awardee shall be sent an award notice by the institution to inform of aid awarded through the (Re)Engage Alabama Grant Program.

(g) The institutional financial aid office representative will check each awardee for eligibility guidelines to include, but not limited to, the following:

1. Age, 25 years or older;
2. Residency of Alabama;
3. Student has not attended a postsecondary education institution for at least two (2) years (24) consecutive months) prior to their current enrollment.
4. Number of hours enrolled;
5. Eligible program and academic progress; and
6. Good standing as defined by the institution.

(h) The institutional financial aid office representative shall be responsible for ensuring that each student is not over-awarded.

(i) The (Re)Engage Alabama Grant Program will send a total sum payment of funds per academic term to the approved institution for deposit in the institution's (Re)Engage account to be credited accordingly to eligible student accounts provided on each academic term's (Re)Engage Alabama Grant Program Award List.

(j) All eligible institutions shall follow the policies and procedures set forth by the Commission for the (Re)Engage Alabama Grant Program.

Author(s): Artcola Pettway and Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §40-18-422, et seq. Alabama Act 2023-539

History: Filed September XX, 2023. **Amended:** Filed XXXX; effective XXXX.

300-4-13-.07 Disbursement of Funds

(1) ACHE shall determine from the certified award lists received from all approved institutions the sufficiency of funds and the per grant dollar amount per eligible student for each academic term. Each eligible full-time student may receive a maximum of \$3,000 per term for universities (baccalaureate level programs) or \$1,500 for community colleges (associate level

programs). The maximum award shall be reduced proportionately for students who enroll six to eleven hours and for students enrolled in less common academic terms, such as quarters, summer terms, and intersessions. No eligible student shall receive a grant at more than one approved institution during any one academic term.

(2) ACHE shall determine the dollar amount of each institution's total grant amount needed to cover students enrolled in each academic term and shall prepare a request for the State Comptroller to disburse (Re)Engage Alabama Grant Program funds to the institutions. ACHE shall earmark the total award amount designated for the student based upon the hours required to complete the approved associate degree (60 hours) or baccalaureate (120 hours). The institution will be responsible for allocating the funds accordingly and not exceed award amount.

(3) The check and a signature roster with the dollar amount of grant payment indicated for each eligible student shall be forwarded to the approved institution and shall credit each eligible student's account with the dollar amount indicated on the signature roster. The approved institution shall return the completed certified signature roster to the (Re)Engage Alabama Grant Program Office. Should the dollar amount of a grant credited to an eligible student's account exceed the dollar amount due the institution by the student at the time a (Re)Engage Alabama Grant is credited to an eligible student's account, a check in the amount of the excess funds (credit) shall be returned to the (Re)Engage Alabama Grant Program.

(4) If a student whose eligibility for a grant has been certified by an approved institution becomes ineligible for a grant before the expiration of the institutional tuition refund period, the grant funds shall not be delivered to the student but shall be returned to the (Re)Engage Program. Funds are considered received by a student when the institution credits an (Re)Engage Alabama Grant Program payment to the student's account.

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

Author(s): Artcola Pettway and Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §40-18-422, et seq.
Alabama Act 2023-539

History: Filed September XX, 2023. **Amended:** Filed XXXX; effective XXXX.

300-4-13-.08 Refund and Repayment Requirements

(1) Funds are considered received by a student when the institution credits a (Re)Engage Alabama Grant Program payment to the student's account. Each institution's financial aid office representative is to complete and submit a (Re)Engage Alabama Grant Program Refund Form for any checks or refunds to be returned to the (Re)Engage Program.

(2) If a student whose eligibility for a grant has been certified by an approved institution becomes ineligible for a grant before the expiration of the institutional tuition refund period, the grant funds shall not be delivered to the student but shall be returned to the (Re)Engage Program.

(3) If a student becomes ineligible for a grant at an approved institution after funds are received by the student (following certification as eligible for a (Re)Engage Alabama Grant Program award) prior to the end of the academic term and who is entitled to a refund in accordance with the institution's written refund policy, the institution shall refund the (Re)Engage Program any portion of the grant payment that exceeds the institution's direct charges to the student for the period of actual enrollment.

(4) Should a student drop below full-time enrollment to part-time status before the expiration of the institutional refund period (after being certified as full-time by the approved institution), the maximum award shall be reduced proportionately to the student enrollment status for that term.

(5) If a student who drops below full-time enrollment to part-time status after funds are received by the student (following certification as full-time by the approved institution) and is entitled to a refund on reduced charges in accordance with the institution's written refund policy, the institution shall refund the difference between the amount of grants in full-time students as compared to half-time students for that particular term to the (Re)Engage Program. Note: A student who drops below the minimum enrollment requirement of six

hours automatically becomes ineligible for the (Re)Engage Grant Program.

(6) Each refund payment reported on the (Re)Engage Alabama Grant Program Refund Form shall include:

(a) The name of the approved institution involved;

(b) The full name and identification number of the student;

(c) The action which necessitated the refund, and the date of that action;

(d) The direct institutional charges to the student for the academic term involved;

(e) The amount of the student's grant payment for that term; and

(f) The amount of the refund due the institution's (Re)Engage Alabama account.

Author(s): Artcola Pettway and Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §40-18-422, et seq. Alabama Act 2023-539

History: Filed September XX, 2023. **Amended:** Filed XXXX; effective XXXX.

300-4-13-.09 Review Procedures

(1) The institutional review will enable the Commission to express an opinion of the administrative controls and of the compliance aspects of the (Re)Engage Alabama Grant Program at the approved institution.

(2) The primary objectives identified for the reviewer performing institutional reviews are:

(a) To determine whether the institution's reports present information accurately and in conformity with the (Re)Engage Alabama Grant Program policies and procedures, and whether all reports are prepared on a consistent basis from one period to the next;

(b) To determine whether the institution has implemented and is utilizing reasonable procedures and internal

controls for effectively discharging management responsibilities and for adequately protecting the state's interest;

(c) To review institutional records and report on areas of noncompliance; and

(d) Based upon the review, to provide constructive recommendations to the institution.

(3) The institution shall make all records and information relative to the (Re)Engage Alabama Grant Program available to the reviewer.

(4) A written report shall be provided by the reviewer to the institution and shall include:

(a) Any findings of inaccuracies in institutional reports;

(b) Any inconsistencies in institutional reports;

(c) Conclusions regarding the adequacy of administrative controls;

(d) Any areas of noncompliance; and

(e) Recommendations for improvement.

(5) If the approved institution does not concur with all items in the written review report, a written appeal should be submitted to the Executive Director of the Commission.

(6) When an institutional review reveals sufficient problems pertaining to the (Re)Engage Alabama Grant Program at an institution, the Executive Director of the Commission may:

(a) Impose a temporary suspension of grant payments to the approved institution;

(b) Suspend the institution from participation in the program for an indefinite period of time;

(c) Demand payment of any (Re)Engage Alabama Grant Program funds to a student or repayment of funds to the State of Alabama to remedy a violation of applicable laws, regulations, agreements, or operating procedures; or

(d) Refer any problems to the Attorney General of the State of Alabama for appropriate legal action.

(7) A suspended institution may request a hearing by the Commission. The institution shall be notified in writing of the time and place of such ACHE hearing.

(8) After such hearing, ACHE shall determine (at an official meeting of the Commission) whether to:

(a) Continue the suspension pending the receipt of any additional information the Commission may require;

(b) Continue the Executive Director's suspension subject to limitations or exceptions,

(c) Revoke or lift the suspension and restore the institution or academic program to full participation as authorized under the regulations;

(d) Terminate the institution's eligibility for an indefinite period of time;

(e) Demand payment of any (Re)Engage Alabama Grant Program funds to a student or repayment of funds to the State of Alabama to remedy a violation of applicable laws, regulations, agreements, or operating procedures; or

(f) Take any other appropriate action the Commission deems necessary, including referral to the Attorney General of the State of Alabama for appropriate legal action.

Author(s): Artcola Pettway and Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §40-18-422, et seq. Alabama Act 2023-539

History: Filed September XX, 2023. **Amended:** Filed XXXX; effective XXXX.

300-4-13-.10 Maintenance of Records

(1) Each approved institution shall establish and maintain current, adequate records which reflect all transactions with respect to program and fiscal activity as they relate to the administration of the (Re)Engage Alabama Grant Program. The records must be maintained in such a manner as to identify all program and fiscal transactions separately from other institutional activities and funds.

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

(3) The financial aid office representative for the (Re)Engage Alabama Grant Program will collect and submit copies of the completed (Re)Engage Alabama Grant Program Applications and the (Re)Engage Grant Program Award List to the Commission each academic term, all of which will be used to gather data in a uniform manner from each institution for each applicant; such forms shall contain information relative to all eligibility criteria for a (Re)Engage Alabama Grant Program award. Fiscal records pertaining to the operation of the (Re)Engage Alabama Grant Program at an approved institution must be maintained in a manner which provides a clear audit trail.

(4) The Executive Director of the Commission or any of the Director's duly authorized representatives will have access for the purpose of review and examination to (Re)Engage Alabama Grant Program records and supporting documents maintained by the approved institution.

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

Author(s): Artcola Pettway and Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §40-18-422, et seq.
Alabama Act 2023-539

History: Filed September XX, 2023. **Amended:** Filed XXXX; effective XXXX.

DECISION ITEM: E Public Drawing to Determine the Order of Payment of Alabama Student Grant Program (ASGP) Funds for the 2023-2024 Academic Year

Staff Presenter: Mrs. Takena V. Jones
Grants and Scholarships Associate

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

Background: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations states the order in which institutions will be issued Fall term checks shall be determined by a random and public drawing of institutions. Pursuant to the regulations, sealed envelopes with the names of the institutions, which have declared their intentions to apply for participation in the ASGP for the 2023-2024 academic year, have been created and will be used in the drawing.

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

Supporting Documentation: Chapter 300-4-.04 of the Alabama Student Grant Program Regulations (available upon request).

DECISION ITEM: F-1

Final Approval of Amendments to the Administrative Procedures for Academic Program Review, §300-2-1-.03

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission give final 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”).

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-.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 address the following concerns:

1. Outdated terminology is updated.
2. Definitions of degree levels are 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 allow for more flexibility.
5. A new subsection is added for review of programs above instructional role, adapting existing guidelines into policy.

At its meeting on June 9, 2023, the Commission voted unanimously to give preliminary approval to the proposed amendments to §300-2-1-.03. The proposed amendments were submitted to the Alabama Legislative Services Agency and published in the *Alabama Administrative Monthly, Volume XLI, Issue No. 10* on July 31, 2023. The notice included an

opportunity for stakeholders and members of the public to present views on the proposed amended rules. No additional comments have been received.

The format of the rule has been updated to conform to guidelines set by the Legislative Services Agency (see attached). No major changes have been made to the content of the proposed amendments since preliminary approval was given in June. In a couple of cases, minor language has been restored, which appears in red text in the attachment.

If the Commission grants final approval, the amended rule will be filed with the Legislative Services Agency as a Certified Adopted Rule, which will become effective 45 days after it is published to an upcoming issue of the Alabama Administrative Monthly.

Supporting Documentation:

1. Proposed Amended Rule §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.

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) 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.~~

(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):

(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

(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.

(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).

~~(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.~~

(a) ~~(b)~~ 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. If approved, ADPE 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.~~

(b) ~~(c)~~ 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, unless a longer time frame is recommended for the institution to address deficiencies within the proposal. Commission staff recommendations will encompass expected program outcomes ~~which that will be assessed in subsequent program review monitored over the post-implementation period, as described below in §300-2-1-.04. Commission approval of a program is based upon agreement of ADPE and the Alabama State Board of Education ACCS to discontinue the program if the expected outcomes are not reached within the established time frame. (Note: This sentence was included in the existing rule but inadvertently struck out from the document reviewed previously by the Commission.)~~

(c) ~~(d)~~ 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.

1. For such programs, ~~the statement of "Intent to Submit a Program Application" (ISPA) is not necessary. 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. ~~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.~~

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

4. ~~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.~~

2. 5. ~~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 another time frame is agreed upon. Commission staff recommendations will encompass expected program outcomes that will be monitored over the post-implementation period, as described below in §300-2-1-.04. Commission approval of a program is based upon agreement of ACCS to discontinue the program if the expected outcomes are not reached within the established time frame.~~

(d) ~~(e)~~ 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.~~

(6) **Procedures for the Evaluation and Review of New Baccalaureate Programs of Instruction.** The evaluation and review of new baccalaureate programs shall be ~~is~~ 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.~~

(a) (b) 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 program 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 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 beyond core academic programs; and

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

(c) Staff Recommendation and Commission Action on the Proposed Program: Completion of the staff recommendation and action by the Commission will occur within ~~two months of the peer review~~ ninety days after receipt of the program proposal, unless a longer time frame is recommended for the institution to address deficiencies within the proposal. The staff recommendation will encompass expected program outcomes ~~which that~~ that will be assessed in subsequent program review monitored over the post-implementation period, as described below 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.

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

~~(a) 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.~~

(a) ~~(b)~~ 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 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.

~~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 shall will be given to graduate program proposals due to increased resources and capacity that such programs require. Commission staff shall 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 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.

(c) Staff Recommendation and Commission Action on the Proposed Program: Completion of the staff recommendation and action by the Commission will occur within ~~two months of the peer review~~ ninety days after receipt of the program proposal, unless a longer time frame is recommended for the institution to address deficiencies within the proposal. The staff recommendation will encompass expected program outcomes ~~which will be assessed in subsequent program review~~ that will be monitored over the post-implementation period, as described below 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. ~~The evaluation of program outcomes will entail one or more brief progress reports to the Commission.~~

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

(a) Statutory Description: 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 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) Provisions for Proposing a Program above Instructional Role: An institution may seek approval for a new degree program 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 duplication of offerings (Code of Ala. 1975, §16-5-8[b]) with other Alabama public universities;
- (iv) Justification of having no anticipated or 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 (Code of Ala. 1975, §16-5-10);
- (vi) Demonstration that the proposed program will serve a strong, distinct, and well-documented societal, educational, and economic need for Alabama.

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) **Staff Recommendation:** During the review process, if staff determines that higher degree-level program proposal does not meet one of the provisions above (strategic benefit or specialized accreditation), the staff recommendation will be to "not approve" the proposal.

(d) **Peer Review:** An institution submitting a higher degree-level program in a single discipline will be evaluated and voted upon by the Alabama Council of Graduate Deans or College and University Chief Academic Officers, **as**

appropriate.

(e) Resubmission of Disapproved Programs: If a single discipline elevation 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. (Note: This paragraph was included in the original Guidelines for Instructional Role but inadvertently left out from the document previously reviewed by the Commission.)

(f) Commission Approval: Receipt of a higher degree-level proposal for review by the Commission does not imply approval of the program. The proposal will still be subject to the academic program review process, vote by the Commission, and post-implementation procedures and conditions. (Note: This paragraph was included in the original Guidelines for Instructional Role but inadvertently left out from the document previously reviewed by the Commission.)

(g) Successive Proposals for Higher Degree-Level Programs: 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) ~~(8)~~ **Possible Commission Actions on New Program Proposals.** The Commission make take one of three actions on proposed programs: disapproval, approval, or deferral.

(10) ~~(9)~~ **Program Implementation.** Once program ~~if~~ 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; Robin E. McGill

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: XXXX

DECISION ITEM: F-2

Final Approval of 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 final 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 clarify the procedures in keeping with current practice:

1. Section title is updated to include post-implementation monitoring.
2. New subsection is added on post-implementation conditions, reflecting legislative requirements for program viability, in keeping with current practice.
3. New subsection is added on post-implementation review reflecting current practice.

At its meeting on June 9, 2023, the Commission voted unanimously to give preliminary approval to the proposed amendments to §300-2-1-.04. The proposed amendments were submitted to the Alabama Legislative Services Agency and published in the *Alabama Administrative Monthly, Volume XLI, Issue No. 10* on July 31, 2023. The notice included an opportunity for stakeholders and members of the public to present views on the proposed amended rules. No additional comments have been received.

The format of the Amended Rule has been updated to conform

to guidelines set by the Legislative Services Agency. No substantive changes have been made to the content since preliminary approval was given in June, though minor changes are indicated in red text in the attached document.

If the Commission grants final approval, the amended rule will be filed with the Legislative Services Agency as a Certified Adopted Rule, which will become effective 45 days after it is published to an upcoming issue of the *Alabama Administrative Monthly*.

Supporting Documentation:

1. Proposed Amended Rule §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.

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 such proposals for new degree programs are subject to 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 a proposal for a new program of instruction before taking one of the following actions on the proposal:

(a) ~~(3)~~ 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) ~~(4)~~ Disapproval: A program that receives a negative recommendation by a majority vote of the Commission members present may be reconsidered after one year at the request of the institution, provided substantive changes indicate the need for reconsideration.

~~(5) Disapproval: A program that receives a favorable vote of a majority of members present by 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.~~

(c) ~~(6)~~ Deferral: Should the Commission (by a 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.

(5) ~~(7)~~ **Withdrawal of a New Program Proposal.** Should and 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.

(6) ~~(8)~~ **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) — Programs with program specific accreditation will be required to report steps to be taken to obtain accreditation in the proposal/application, and the accreditation status as a post-implementation condition of approval. Programs 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.~~

~~(b) — 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.~~

(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 Code of Ala. 1975, §16-5-8(a) (2) as follows:

1. Baccalaureate degrees (IPEDS Level 5), associate degrees (IPEDS Level 3), and long 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 or equivalent programs shall be deemed and counted as a graduate for the purposes of viability standards.

2. Master's degrees (IPEDS Level 7) must produce an average of at least 3.75 graduates per year.

3. Education Specialist ~~(IPEDS Level 8)~~ or terminal sub-doctoral degrees must produce an average of at least 3.0 graduates per year.

4. Doctorate degrees (IPEDS Levels 17, 18, and 19) 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:

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

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

3. Education Specialist or terminal sub-doctoral

degrees must enroll an average of at least 3.75 students per year following program implementation.

4. 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:

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

2. ~~(a)~~ Programs ~~which require~~ leading to professional 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.

3. 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.

(7) ~~(9)~~ **Implementation Window.** The window will be ~~30~~ 24 months (2½ 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.

(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 to whether the program 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 within the Commission's Academic Program Inventory, unless the Commission approves an amendment to the post-implementation conditions for the program.

Author: William O. Blow; Robin E. McGill

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:** File March 13, 2018; effective April 27, 2018. **Amended:** XXXX

DECISION ITEM: F-3

Final Approval of New Rule §300-2-1-.11 within Administrative Procedures for Academic Program Review

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission give final 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-.11).

Background:

Establishing a framework for instructional role change fits within the authority given by the Legislature to the Commission in *Code of Alabama 1975*, §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.

In comparison with the existing guidelines, the new rule updates the definition of instructional role to better align with accreditation policies from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). It also lays out a process for an institution to expand its role to a higher degree level, and it provides an appropriate place to address changes to academic units (i.e., departments and divisions) within an institution's existing instructional role. Such changes were 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 is moved to the new rule.

At its meeting on June 9, 2023, the Commission voted unanimously to give preliminary approval to the proposed new rule, "Evaluation of Changes to Instructional Role and Academic Units," which will become §300-2-1-.11. The proposed new rule was submitted to the Alabama Legislative Services Agency and published in the *Alabama Administrative Monthly, Volume XLI, Issue No. 10* on July 31, 2023. The notice included an opportunity for stakeholders and members of the public to present views on the proposed amended rules. No additional comments have been received.

The format has been updated to conform to guidelines set by the Legislative Services Agency. No major changes have been made to the content since preliminary approval was given in June, except for two new paragraphs added toward the end for clarity and cohesion, which appear in red text in the attached.

If the Commission grants final approval, the new rule will be filed with the Legislative Services Agency as a Certified Adopted Rule, which will become effective 45 days after it is published to an upcoming issue of the *Alabama Administrative Monthly*.

Supporting Documentation:

1. Proposed New Rule "Evaluation of Changes to Instructional Role and Academic Units," §300-2-1-.11, 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.

300-2-1-.11 NEW RULE: 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 Ala. 1975, 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 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. The Commission recognizes the following instructional roles, organized from lowest to highest:

1. Associate degree granting
2. Baccalaureate degree granting
3. Master's degree granting
4. Education Specialist degree granting
5. 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.

6. 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 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.

(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 Ala. 1975 defines an institution's role more narrowly, the institution must secure approval from the Legislature for the expansion of instructional role.

(b) The institution shall attain three successful single discipline program implementations at the higher degree level before it may request an expansion of institutional instructional role to a higher degree level.

(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:

1. Alabama Agricultural and Mechanical University
2. Alabama State University
3. Auburn University
4. University of Alabama
5. University of Alabama at Birmingham

6. University of Alabama in Huntsville
7. University of South Alabama

(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:

1. The institution must demonstrate that it has legislative approval to expand its instructional role.

2. The institution must successfully implement three research-focused doctoral degree programs before it may request an expansion of institutional instructional role to 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 time frame.

3. An institution shall not seek a fourth (4th) research-focused doctoral program implementation before an expansion of institutional instructional role has been approved by the Commission.

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

(7) 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.

- (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:

1. Successful implementation of three academic programs at the target degree level
2. The institution's mission
3. Institutional readiness (defined as faculty credentials, financial resources, and institutional commitment)
4. Rationale for the expansion to a higher instructional level
5. Relationship of the requested role expansion to the state's strategic needs
6. No substantive needless role duplication with other Alabama Public Universities (also refer to Code of Ala. 1975, §16-5-8[b])
7. Justification of having no anticipated/projected adverse influence on enrollments at public institution(s) already having that role, particularly those within 50 miles of the proposing institution or within that service area
8. Priority consideration being accorded to institution(s) with role seniority in that service area (also refer to Code of Ala. 1975, §16-5-10)
9. Accreditation considerations
10. Peer and other feedback

(8) **Implementation 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.

(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:

1. **Unit of Instruction:** An organizational structure which offers instructional courses or other activities for academic credit. There are two types:

(i) **Major Instructional Unit:** Division, college, or school that comprises several minor units of instruction.

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

2. **Non-Instructional Academic Unit:** An academic unit that does not offer credit-bearing coursework or degree programs, including the following:

(i) **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.

(ii) **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.

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

(b) **Non-Academic Unit: An organizational structure that does not meet the definition of academic unit, including, but not limited to, student services, facilities/operations, financial affairs, information**

technology, advancement, and auxiliaries. Administrative changes to non-academic units do not have to be reported to the Commission. (Note: Definition of Non-Academic Unit was added for clarity.)

(10) **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 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.

(d) Relationship to Instructional Role: Changes to academic units must be consistent with an institution's instructional role as recognized by the Commission. (Note: Relationship to Instructional Role was added to make the policy more cohesive.)

Author: Robin McGill

Statutory Authority: Code of Ala. 1975, §16-5-8 and §16-5-10.

History: New Rule: Filed XXX

DECISION ITEM: G

Preliminary Approval of Repeal and New Rule §300-2-1-.02
within Administrative Procedures for Academic Program Review

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission give preliminary approval the proposed repeal of the existing rule §300-2-1-.02 (“Review and Approval or Disapproval of Proposed Postsecondary Course Offerings in Alabama by Non-Alabama Institutions Seeking State Authorization”) and adoption of a new rule in its place, to be entitled, “Review or Exemption from Review of Proposed Postsecondary Course Offerings in Alabama by Non-Alabama Institutions Seeking State Authorization.”

Background:

Review of postsecondary offerings in Alabama by non-Alabama institutions seeking state authorization fits within the authority given to the Commission by the Legislature in *Code of Alabama 1975, §16-5-10*:

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

(14) To authorize and regulate instructional programs or units offered by non-Alabama institutions of postsecondary education in the State of Alabama. No institution of postsecondary education located outside of Alabama may offer units or programs of instruction within Alabama without prior approval of the commission, except for those accredited units or programs approved by regional accrediting authorities or accredited degree granting entities located in states participating in reciprocity agreements entered into by the Governor or the commission. The commission under its rule-making authority shall establish criteria for the approval of such institutions and programs. The commission shall promulgate a schedule of programmatic review fees, commensurate with the cost of commission activities related to programmatic review, not exceeding fifteen thousand dollars (\$15,000) per institution. Any programmatic review fee collected from a non-Alabama institution of postsecondary education shall be deposited in the State Treasury to the credit of the commission and funds collected are hereby appropriated to the commission.”

It is also important to note that the Commission conducts its review of non-Alabama institutions in partnership with the Private School Licensure Division of the Alabama Community College System (ACCS), which has the primary responsibility for authorizing postsecondary institutions to operate within the state, as noted in *Code of Alabama 1975, §16-46-1 et seq.*

The existing rule §300-2-1-.02 (“Review and Approval or Disapproval of Proposed Postsecondary Course Offerings in

Alabama by Non-Alabama Institutions Seeking State Authorization”) was last updated in 2018 to expand exemptions from programmatic review and to establish review criteria for non-exempt institutions.

The proposed new rule is intended to address the following issues with existing rule §300-2-1-.02:

1. Rule title should be updated to include exemption from review.
2. Rule needs to be reorganized to improve clarity. The proposed organization differs enough from the existing rule that it is preferable to repeal and provide a new rule, rather than amend the existing rule.
3. Additional definitions need to be added for clarity.
4. Sections on review cycle need to be updated to better align with ACCS processes.

In developing the new rule, Commission staff solicited feedback from the ACCS Private School Licensure Division. Public postsecondary institutions were made aware that the rule was being updated but that any changes would not affect them since they fall outside the scope of this rule.

Should the Commission decide to give preliminary approval at its meeting on September 8, 2023, the new rule 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 at a later meeting.

Supporting Documentation:

1. Text of proposed new rule Administrative Procedures, §300-2-1-.02, attached. Language retained from the previous rule appears in black, with new language in red.
2. “Review and Approval or Disapproval of Proposed Postsecondary Course Offerings in Alabama by Non-Alabama Institutions Seeking State Authorization,” Ala. Admin. Code (Commission on Higher Education), §300-2-1-.02. Available upon request.

300-2-1-.02 Review or Exemption from Review of Proposed Postsecondary Course Offerings in Alabama by Non-Alabama Institutions Seeking State Authorization. NEW RULE

(1) **Purpose and Commission Responsibility.** Per the Code of Ala. 1975, §16-5-10(14), it is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for the review and approval or disapproval of all proposed postsecondary credit courses or programs of instruction offered in the State of Alabama by non-Alabama institutions of higher education. The Code of Ala. 1975, §16-5-10(10) authorizes the Commission to make rules and regulations for its meetings, procedures, and execution of the powers and duties delegated to it by this article. These institutions must also be licensed to do business **or be exempt from licensing** in Alabama by the **Private School Licensure Division** of the Alabama Community College System (ACCS).

(2) **Scope.** This section shall apply only to Non-Resident Institutions seeking to offer postsecondary programs of instruction to Alabama residents. It does not apply to Alabama-based institutions.

(3) **Definitions.** For purposes of this rule, the following definitions apply:

(a) **Accreditation:** A formal process conducted by a non-governmental, independent accrediting agency recognized by the US Department of Education or by the Council for Higher Education Accreditation to ensure the delivery of sound educational programs.

(b) **ACCS-Exempted Institutions:** Those postsecondary institutions that are granted a Certificate of Exemption from Licensure by the ACCS **Private School Licensure Division** and for which the System has waived formal licensure application and review.

(c) **ACHE-Exempted Institutions:** Non-Resident Institutions that are determined to meet one of the criteria for exemption from Commission review and are named in an official letter of exemption from the Commission.

(d) **Approved Programs:** Programs of study that have been reviewed and found to meet the criteria for approval by the Commission.

(e) Authorization: Formal approval to offer postsecondary programs of instruction to Alabama residents. Authorization is generally secured through one of the following processes:

1. Private School Licensure: A formal process conducted by the ACCS Private School Licensure Division to certify viability and legal authority to offer postsecondary programs of instruction, resulting in a Private School License.

2. Formal Exemption from Licensure: A formal process conducted by the ACCS Private School Licensure Division to verify that a private postsecondary institution has met the criteria for exemption from licensure, resulting in a Certificate of Exemption.

3. Membership in the National Council for State Authorization Reciprocity Agreements (NC-SARA) (applies only to Non-Resident Institutions without a physical presence in Alabama): A streamlined, reciprocity-based process for participating postsecondary institutions to become authorized to offer interstate distance education programs in other NC-SARA member states without individually applying to each state for such authorization, subject to certain limitations. Institutions are approved for NC-SARA membership by their states of domicile, and as a condition of membership, they are required to maintain certain academic and financial standards designed to protect students.

(f) Commission: The Alabama Commission on Higher Education (ACHE).

(g) Distance Education Program: A for-credit postsecondary program for which all instructional requirements can be completed via distance education courses. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

(h) Main Campus: The physical boundaries of the location of an institution's principal administrative offices. In the case of an institution eligible for Title IV funds, the campus designated by the U.S. Department of Education's Office of Postsecondary Education identification number (OPEID).

(i) **NC-SARA:** The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a national association of member institutions and states organized to provide a streamlined, reciprocity-based process for participating postsecondary institutions to become authorized to offer interstate distance education in other NC-SARA member states without individually applying to each state for such authorization, subject to certain limitations.

(j) **Non-Alabama Institution:** A postsecondary educational institution, public or private, profit or nonprofit, whose main campus or headquarters is located outside the State of Alabama.

(k) **Non-Resident Institution:** Synonymous term for Non-Alabama Institution.

(l) **Physical Presence:** Having a geographical site with an address and location within the physical boundaries of the State of Alabama.

(m) **Programs of Instruction (Courses):** Any course or sequence of courses for which credit toward any postsecondary degree, certificate, or diploma is to be awarded.

(n) **SARA (State Authorization Reciprocity Agreements):** An interstate distance education compact coordinated through NC-SARA.

(o) **System:** The Alabama Community College System (ACCS).

(p) **Unaccredited Institution:** An institution not accredited by an agency recognized by the US Department of Education or Council on Higher Education Accreditation or by an entity determined to be comparable.

(4) **State Authorization for Non-Resident Institutions.** The Commission's review or exemption from review of postsecondary programs of instruction offered by Non-Resident Institutions is a component of the state authorization process conducted by the ACCS Private School Licensure Division under the authority granted to it under Code of Ala. 1975, §§16-46-1, et seq.

(a) All Non-Resident Institutions seeking authorization by obtaining a Private School License must complete the Commission's program review or exemption process.

(b) If the ACCS Private School Licensure Division grants a Certification of Exemption to a Non-Resident Institution, the institution does not need to apply to the Commission for program review or formal exemption from review.

(c) Non-Resident Institutions who are NC-SARA members and do not maintain a physical presence in Alabama are not required to obtain a Private School License or Certificate of Exemption and are therefore not required to seek program review or exemption by the Commission.

(5) **Requests for Formal Exemption from Program Review.**

(a) As a component of its Private School Licensure application, a Non-Resident Institution may request a letter of exemption from the Commission's program review process, if the institution meets any of the following criteria:

1. It is accredited by a regional, national, or specialized/programmatic accrediting body that is recognized by the US Department of Education or by the Council for Higher Education Accreditation. Documentation concerning accreditation is required.

2. It offers only non-degree programs or non-credit courses.

3. It was originally incorporated in Alabama and is now owned by an entity headquartered in another state. These institutions must have been in continuous operation in Alabama since their inception, with no more than a one-year interruption of operations due to a change in ownership. Legal documentation of Alabama origin must be submitted to the Commission.

(b) An institution seeking formal exemption from Commission program review must submit an application and proper documentation to the Commission. The Commission will then determine if the institution meets any of the criteria

for exemption from review and will inform the Alabama Community College System concerning the disposition of the application.

(c) Formal exemption from program review by the Commission does not exempt Non-Resident Institutions from the ACCS Private School Licensure requirements as established in the Code of Ala. 1975, §§16-46-1, et seq.

(6) **Program Review and Approval Required for Non-Exempt Institutions.**

(a) Any Non-Resident Institution seeking Private School Licensure that is not exempt from Commission review must undergo a review of its programs of instruction and receive approval from the Executive Director on behalf of the Commission.

(b) As a prerequisite to program approval, an unaccredited Non-Resident Institution seeking a Private School License must undergo an external review of its programs of study by one or more outside consultants chosen by the Commission.

1. The unaccredited institution shall underwrite all costs related to the external review.

2. The program review process for unaccredited institutions shall not exceed six months following receipt of data and information required by the Commission.

(c) The following considerations will be made as to whether programs of instruction can be approved:

1. In general, program proposals must meet academic standards used by the Commission proposals for new off-campus offerings by in-state public institutions and in doing so be in full compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines or those of other regional, national, or specialized/programmatic accrediting bodies recognized by the US Department of Education or the Council for Higher Education Accreditation.

2. Since the use of state appropriated funding is not involved, the question of unnecessary duplication is not an issue when proposals of non-Alabama institutions are

reviewed.

(d) In the absence of unavoidable delays, the Commission will report its approval or disapproval of proposed courses or program(s) of instruction to the System and to the applying institution within sixty (60) working days following receipt of the required data and information forms from the applying institution.

(e) By statute, the Commission is authorized to promulgate a schedule of fees commensurate with the cost of Commission activities related to the programmatic review, not to exceed fifteen thousand dollars (\$15,000) and may exercise this authority as the Commission determines necessary with six (6) months' advance notice.

(f) The Commission reserves the right to conduct a site visit to the proposed location for an evaluation of a course or program of instruction before or subsequent to concluding its review of a pending application. There is no charge to the institution for mileage or per diem payments to Commission staff for such visits. However, in the event that the Commission appoints other education or external specialists as on-site visit consultants, the institution will pay the consultants a consulting fee determined by the Commission, as well as expenses.

(7) **Changes to Approved Program Offerings by Licensed Non-Resident Institutions.** If a currently licensed Non-Resident Institution seeks to change its approved program offerings, whether by adding new programs or by relocating or modifying previously approved programs, the Commission will review these changes in a cycle to coincide with the license renewal process established by the ACCS Private School Licensure Division.

(8) **Period of Approval or Exemption.** In keeping with the review cycle for ACCS Private School Licensure, program approval or formal exemption from program review is valid for two years, after which the institution may seek renewal.

(9) **Appeals.** Any person or institution aggrieved by the action of the Commission in its administration of this rule may, by written petition filed with the Commission within thirty (30) days after notice of the aggrieving action, request a rehearing by the Commission.

The Commission shall schedule the requested rehearing to be held no less than twenty (20) nor more than thirty (30) days after receipt of the petition. The aggrieved party may present written and oral evidence supporting its petition and may be represented by counsel, if desired. The decision of the Commission following the rehearing shall be final.

Author: James E. Purcell; Robin E. McGill

Statutory Authority: Code of Ala. 1975, §§16-5-1, et seq.

History: Filed December 10, 1985. Rule 300-2-1-.02 was formerly referenced as Chapter 300-2-1; it has been repealed and reinserted as a rule within this chapter. The rule title remains unchanged from its previous chapter title. The contents are also unchanged except for slight format changes and the addition and deletion of certain definitions: Filed April 10, 1989.

Amended: Filed August 21, 1996; effective September 25, 1996. Amended: Filed January 6, 2003; effective February 10, 2003. Amended: Filed May 6, 2004; effective June 10, 2004. Amended: Filed February 8, 2010; effective March 15, 2010. Amended: Filed November 5, 2013; effective December 10, 2013. Amended: Filed May 9, 2016; effective June 23, 2016. Amended: Filed December 11, 2018; effective January 25, 2019.

Repealed and New Rule: Filed - - - ; effective - - - -

DECISION ITEM: H Preliminary Approval of Amendments to the Administrative Procedures for Academic Program Review, §300-2-1-.10

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-.10 (“Distance Education”).

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.”

Administrative Procedures §300-2-1-.10, entitled “Distance Education,” were developed in 2007 when distance education offerings were becoming more common. The last revision occurred in 2018 when this rule was moved from another chapter of ACHE’s Administrative Code to become part of this chapter on Program Review. The rule defines distance education and sets forth the expectations for public institutions in delivering distance education programs.

The proposed amendments to Administrative Procedures §300-2-1-.10 do not change the substance of the rule but are intended to provide clarity through the addition of sections on purpose, Commission responsibility, and scope, as well as expanded definitions.

In developing these proposed amendments, Commission staff solicited feedback from institutional stakeholders on several occasions, including during an open forum webinar held on November 3, 2022. The proposed amendments have also been shared with the Alabama State Reciprocity Committee (SRC), which oversees the state’s membership in the National Council on State Authorization Reciprocity Agreements (NC-SARA), an interstate distance education compact. Adjustments have been made based on input received to date.

Should the Commission decide to give preliminary approval at its meeting on September 8, 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 at a later meeting.

Supporting Documentation:

1. Text of proposed amendments to Administrative Procedures, §300-2-1-.10, attached. New text is added in red with underline. Existing text appears in black, with strikethrough where text is to be deleted.
2. "Distance Education," Ala. Admin. Code (Commission on Higher Education), §300-2-1-.10.
Available upon request.

(1) Purpose. This section is intended to ensure consistency around implementation of distance education programs.

(2) Commission Responsibility. Units Programs of instruction offered by Alabama public institutions, including distance education offerings, are subject to Commission approval per Code of Ala. 1975, §16-5-8.

(3) Scope. This policy applies to programs of instruction offered by public colleges and universities headquartered in Alabama. It does not apply to programs of instruction offered by private institutions or by institutions with no physical presence in Alabama.

(4) Definitions. The following definitions pertain to this rule:

(a) ~~(1) Definition of Distance Education: A formal educational process using technological delivery in which instruction occurs where students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ audio, video, or computer technologies. Distance education, distance learning, and e-learning are recognized by the Commission as being synonymous terms. Academic courses or programs are considered to be distance education entities when over fifty percent of the content is delivered through distance education modes. [Based on the Council on Occupational Education (COE) and the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC) definitions.]~~

(b) Delivery Modality: Technology or method used to deliver instruction within courses required for program completion, such as in-person/face-to-face instruction, distance education, or a combination thereof. In addition, an academic program may be offered in multiple modalities.

(c) Distance Education Program: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

(d) State Authorization Reciprocity Agreements

(SARA): An interstate distance education compact coordinated through the National Council for State Authorization Reciprocity Agreements (NC-SARA). Institutional membership in SARA establishes recognition of comparable standards in the interstate delivery of postsecondary distance education courses and programs and streamlines authorization to enroll non-Alabama residents.

(5) ~~(3)~~ **Tuition for Distance Education Programs.**

Institutions are to set tuition for distance education offerings, ensuring that they meet statutory requirements under Code of Ala. 1975, §16-64-1 et seq.

(6) **Expectations for Compliance.**

(a) Institutions providing distance education courses or programs are expected to be in full compliance with the standards and/or requirements of any appropriate governing, authorization, or accreditation authorities.

(b) ~~(4)~~ Academic degree programs offered through distance education by Alabama public institutions must have been approved by the Commission on Higher Education and must be listed in the Commission's Program Academic Program Inventory with no restriction to a military base.

(7) **Configuration of Programs for Distance Education.**

(a) ~~(5)~~ Programs ~~approved by the Commission on Higher Education~~ of instruction listed in the Commission's Academic Program Inventory do not require additional Commission 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.

(b) Institutions intending to deliver a new program of instruction as a distance education program are to note this on the program proposal so that no further notification is needed prior to implementation.

(c) ~~(6)~~ The Commission does not require ~~approval of~~ prior notification of distance education in the following cases:

1. Configuration of individual courses for distance education ~~purposes~~.

2. Programs of instruction where less than 100% of the coursework is delivered through distance education modalities.

Author: Leonard Lock; Robin McGill

Statutory Authority: Code of Ala. 1975, §§16-5-1 et seq.

History: New Rule: Filed December 11, 2018; effective January 25, 2019. Amended: XXXX

DECISION ITEM: I-1

Athens State University, Bachelor of Science in Marketing and Analytics (CIP 52.1401)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science (BS) in Marketing and Analytics.

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 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 18.8, 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 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 pursuit of graduate study.

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 program builds upon an existing minor in Marketing within the College of Business and therefore will require minimal new resources to deliver.
2. The proposed BS will prepare graduates for employment as Market Research Analysts and Marketing Specialists, which are included on the Alabama Statewide In-Demand Occupations and the Region 1 In-Demand Occupations Lists.
3. The proposal includes letters of support from the following potential employers: General Sales Manager, Cumulus Media; Major General, U.S. Army Materiel Command; and the President/CEO, Limestone County Economic Development Association.

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 June 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: Athens State University								
PROGRAM: Bachelor of Science in Marketing and Analytics (CIP 52.1401)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	\$9,048	\$9,048	\$9,048	\$9,048	\$9,048	\$9,048	\$9,048	\$63,336
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	\$9,048	\$9,048	\$9,048	\$9,048	\$9,048	\$9,048	\$9,048	\$63,336
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	\$125,136	\$125,136	\$174,432	\$219,936	\$257,856	\$303,360	\$352,656	\$1,558,512
TOTAL	\$125,136	\$125,136	\$174,432	\$219,936	\$257,856	\$303,360	\$352,656	\$1,558,512
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	10	14	18	21	25	29	19.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	13	18	22	26	30	35	24
TOTAL HEADCOUNT	Year 1 - No data reporting required	23	32	40	47	55	64	43.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	14	15	17	19	22	26	18.8
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	2	5	7	9	10	12	7.5

Attachment 2

Summary of Background Information

Bachelor of Science in Marketing and Analytics
Athens State University

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

Program Description: The Marketing and Analytics program will provide an educational opportunity at the undergraduate level to develop a pipeline of talent to address the growing local, regional, and national employer demand for Market Research Analysts and Marketing Specialists identified by both the 2022 Statewide and 2022 Regional Lists of In-Demand Occupations. The program curriculum will focus on analytical and critical thinking skills in the domain of marketing, as well as the ability to build, run, and analyze digital marketing initiatives. The curriculum will include embedded certification from the Digital Marketing Institute (Certified Digital Marketing Professional), which also carries an additional credential from the American Marketing Association, allowing students to be dual-certified with the CDMP and the Professional Certified Marketer.

Student Learning Outcomes: Learning outcomes for the BS in Marketing and Analytics are for students to be able to:

1. Demonstrate the ability to effectively apply critical-thinking skills to analyze business issues with a focus on digital marketing and analytics.
2. Demonstrate the knowledge, understanding and appreciation for ethical standards and the role of cultural, societal, and human diversity in the global economy as it relates to business and the practice of digital marketing and analytics.
3. Demonstrate proficiency in the use of technology as it relates to business and digital marketing and analytics through exploring the essentials of digital marketing channels like display, search, and social media, and deep dive into the world of content marketing.
4. Collect and use data to enable accurate consumer profiling and targeting and explore data privacy to understand its potential impact on the future of digital marketing.
5. Build effective content marketing strategies and support them with fundamental content creation skills that assess the effectiveness of cross-channel campaigns in relation to broader business objectives.
6. Explore ways to design, implement, and measure the outcomes of digital marketing campaigns and analyze their successes or failures in multiple channels.

Administration: The program will be administered by the College of Business, Dr. Troy Adair, Dean; and the Department of Management, Dr. Jeff Johnson, 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 revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following Alabama institutions offer bachelor's degrees with the same CIP code 52.1401:

- Marketing, BS - Alabama A&M University
- Marketing and Purchasing, BS - Alabama State University

- Marketing, BA - Auburn University
- Marketing, BSBA - Auburn University at Montgomery
- Marketing, BS - Jacksonville State University
- Marketing, BS - University of Alabama
- Marketing, BS - University of Alabama Birmingham
- Marketing Management, BSBA - University of Alabama in Huntsville
- Marketing, BBA - University of Montevallo
- Professional Marketing, BBA – University of North Alabama
- Marketing, BS - University of South Alabama
- Marketing, BBA - University of West Alabama

Marketing is considered a core offering within undergraduate business schools. In addition, the demand for marketing professionals justifies another program. In comparison with existing programs, ATSU's BS in Marketing and Analytics is designed to serve an audience of working professionals, and enrollment projections include a significant proportion of part-time students.

Relationship to Existing Coursework: ATSU's College of Business currently offers a Marketing minor that is open to students in all majors and would serve as a feeder for the proposed degree. The program will not replace any existing programs, specializations, options or concentrations but rather help strengthen their focus.

Collaboration: ATSU has no plans for collaboration at this time but is open to future collaboration with institutions that would build on the strengths of Athens State, its programs, and partner institution(s).

Specialized Accreditation: The proposed program will adhere to the requirements of the Accreditation Council for Business Schools and Programs (ACBSP), an internationally recognized business accreditation currently maintained by the College of Business and all related business programs at ATSU. When eligible, the College of Business will seek accreditation of this program under its ACBSP programs.

Professional Certification: Certification is not required for employment as a marketing manager or marketing analyst. The proposed program will be complemented and supplemented by dual certification from the Digital Marketing Institute's (DMI) Certified Digital Marketing Professional (CDMP) certification, which also carries an additional credential from the American Marketing Association (AMA), allowing students to be dual-certified with the CDMP and the Professional Certified Marketer.

Admissions: Athens State University policy requires that degree-seeking undergraduate students earn a minimum of 36 transferrable semester hours prior to the term of admission from institutions accredited by an institutional accrediting agency recognized by the U.S. Department of Education.

Mode of Delivery: This program will be offered 100% online.

Curriculum: ATSU plans to develop three new courses for the program.

Program Completion Requirements:	
Credit hours required in program core	59
Credit hours in general education curriculum	59
Credit hours required in support courses	0
Credit hours in required or free electives	6
Credit hours in research	0
Total credit hours required for completion	124

Work-Based Learning: Professional certification as Certified Digital Marketing Professional (CDMP) certification will be part of the coursework for MK 337: Digital Marketing. In the final semester, students

will complete MK 400: Advanced Marketing Analytics Research/Project, which will specifically require students to work on various digital marketing initiatives for ATSU. Examples include projects for the Office of Marketing & Communications, the Center for Lifelong Learning, and the College of Business. Students will apply digital marketing and business analytics principles to real marketing needs at Athens State, fostering engagement with the institution and the community while simultaneously offering work-based and experiential learning.

Industry Need: The proposed BS in Marketing and Analytics is designed to prepare graduates for employment in the following occupations:

- Market Research Analysts and Marketing Specialists (SOC 13-1161, included on the Alabama Fast Growing Occupations 2020-2030 list)
- Management Analysts (SOC 13-1111, included on the Alabama Statewide In-Demand list and Region 1 In-Demand list)
- Advertising and Promotions Managers (SOC 11-2011)

The Bureau of Labor Statistics projects that marketing research analysts and marketing specialists will see a 22% employment increase from 2020 to 2030. Between 2022 and 2032, according to Lightcast data, the demand for Market Research Analysts and Marketing Specialists is expected to rise 21.66% nationally and 23.78% in the State of Alabama. Based on this high national and regional demand, there is a need to expand our offerings and preparing greater numbers of job ready talent.

Student Demand: Athens State currently offers a minor in Marketing. Between Fall 2020 and Fall 2022, the number of students pursuing a minor in marketing grew 31% (from 29 to 38). A student interest survey was e-mailed to students in the College of Business in Fall 2022. Of the 66 respondents, 36.4% indicated high or very high interest in pursuing a marketing and analytics degree, and 37.9% would be highly or very highly likely to pursue the degree if it were offered at ATSU. The proposed online format of the program also aligns with student demands, 72.7% of respondents indicated that they would prefer to take all online courses.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 1

Part-time: 3

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

There are no plans to hire new faculty at the present time. The courses will be taught by qualified full- and part-time faculty. Adjunct faculty will be utilized based on need. The modest faculty funds included in the proposal (\$63,336) account for adjuncts that might possibly need to be hired to teach the newly created courses. The target for full-time faculty teaching productivity at the College is between 100 and 300 student credit hours per semester (undergraduate programs). If full-time faculty in the marketing program approach the maximum of 300 student credit hours per term, the ATSU will begin the process of seeking an additional full-time faculty member. Faculty resources will be regularly assessed, and additional faculty may be hired based upon a business case analysis, enrollment growth, long term stability of qualified faculty, and attrition.

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: Kares Library subscribes to several journal databases that will support this program. In addition, the library also provides access to eBook databases from both EBSCOhost and ProQuest and maintains reciprocal borrowing agreements with many academic libraries in the area, including the University of North Alabama and Alabama A&M University. As specified in these agreements, Athens State students and faculty are permitted to use the resources of other libraries and receive assistance.

Program Budget: The proposal projected that \$63,336 in new funds will be required to support the proposed program over the first seven years. A total of \$1,558,512 will be available through tuition.

Attachment 3

Athens State University
 Bachelor of Science in Marketing and Analytics

Course Number and Title	Number of Credit Hours	* If New Course
General Education Core	59	
Professional Courses	59	
UNV 300 Pathways to Success		
MG 320 Organizational Communication (<i>MUST be taken 1st semester</i>) or BUS 215 Business Communications		
MK 331 Marketing Principles or BUS 285 Principles of Marketing		
MG 302 Management Information Systems (<i>should be taken 1st semester</i>)		
MG 346 Principles of Management and Leadership (<i>should be taken 1st semester</i>) or BUS 275 Principles of Management		
MK 335 Integrated Marketing Communications		
MK 337 Digital Marketing		WBL
MG 303 Management Decision Support Systems		
MG 350 Financial Management		
MK 434 Sales Management		
MK 336 Consumer Behavior		*
MK 338 Marketing Analytics I		*
MK 431 Marketing Research		
MK 339 Marketing Analytics II		
MK 433 Marketing Strategies and Policies		
MG 352 International Business or EC 320 International Economics and Trade		
MG 417 Management of Change		
MG 400 Advanced Marketing Analytics Research/Project		* WBL
MG 420 Business Policy (<i>Capstone course: A final average of at least 70% must be achieved. Course should be taken final semester.</i>)		
MG 480 Seminar in Business (<i>Senior seminar: A final average of at least 70% must be achieved. Course should be taken final semester.</i>)		
UNV 400 Career Seminar		
Electives	6	
Total Credit Hours Required for BS	124	

WBL: Indicates course includes work-based learning.

DECISION ITEM: I-2a

Auburn University, Bachelor of Science in Drug and
Biopharmaceutical Sciences (CIP 51.2010)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science (BS) in Drug and Biopharmaceutical Sciences.

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

Implementation Date: The proposed program will be implemented in Spring 2024. Based on Commission policy, the proposed program must be implemented by January 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 49, based on the proposal.
2. That the annual average number of graduates for the period 2027-28 through 2030-2031 (four-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and/or progress into a related 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, 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 extends AU's offerings within the College of Pharmacy down to the undergraduate level and offers an undergraduate field of study in Drug and Biopharmaceutical Science not currently offered by other institutions in the State of Alabama.
2. The proposed program would take advantage of significant existing faculty expertise at the AU to foster focused drug science learning and research at the undergraduate level.
3. The Alabama biosciences sector, including biopharmaceutical manufacturers, currently generates about \$7.3 billion in economic activity annually, while supporting 780 companies and nearly 48,000 direct and indirect jobs across the state.
4. Graduates of the program in Drug and Biopharmaceutical Sciences will be well prepared for entry-level positions in the biopharmaceutical/biotechnical industries and governmental regulatory institutions, as well as for advanced professional and graduate education.

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 June 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 Drug and Biopharmaceutical Sciences (CIP 51.2010)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	\$142,958	\$207,995	\$245,326	\$255,139	\$262,793	\$270,677	\$278,797	\$1,663,685
STAFF	\$29,633	\$92,189	\$95,877	\$99,712	\$102,703	\$105,784	\$108,958	\$634,856
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$25,000	\$5,000	\$0	\$0	\$0	\$0	\$0	\$30,000
TOTAL	\$197,591	\$305,184	\$341,203	\$354,851	\$365,496	\$376,461	\$387,755	\$2,328,541
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$132,085	\$450,524	\$974,285	\$1,590,108	\$1,801,180	\$1,883,399	\$1,911,510	\$8,743,091
TOTAL	\$132,085	\$450,524	\$974,285	\$1,590,108	\$1,801,180	\$1,883,399	\$1,911,510	\$8,743,091
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	75	125	175	195	200	200	161.7
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	75	125	175	195	200	200	161.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	45	50	50	50	50	50	49.2
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	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	0	30	45	50	50	43.75

Attachment 2

Summary of Background Information

Auburn University
Bachelor of Science in Drug and Biopharmaceutical Sciences

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

Program Description: The BS in Drug and Biopharmaceutical Sciences (DBPS) is designed to meet the needs of students as they prepare for careers in industry, government, regulatory agencies, and professional or graduate programs. The program will produce graduates who have a fundamental and unique biopharmaceutical sciences knowledge base and skills. In this program, the educational focus is to produce graduates who understand drug action, design, and development. The curricular requirements of this new program are unique in that they integrate scientific content across multiple basic science domains (chemistry, biology, biochemistry, physiology, pathology, microbiology, genetics, etc.) with the biopharmaceutical sciences (medicinal chemistry, pharmacology, pharmaceutics) to provide students with a focused view of the biopharmaceutical sciences and comprehensive learning experience relative to drug action, design, and development. The proposed program would be the only curriculum in the state of Alabama that offers students the opportunity to enter the field of biopharmaceutical drug discovery, research, and development at the undergraduate level and provide the opportunity to become involved in research in areas of contemporary importance.

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

1. Demonstrate evidence-based knowledge of the scientific foundations of medication research, approval, and development.
2. Apply scientific knowledge and principles of biological sciences, medicinal chemistry, pharmacology, pharmaceutics, pharmacokinetics, and pharmacogenomics to generate hypotheses, to design scientific experiments, to reliably execute experimental protocols, to statistically analyze and interpret scientific data, and to generate scientific data.
3. Utilize libraries and information technology effectively to retrieve, analyze, interpret, synthesize, and manage scientific information and literature.
4. Communicate and collaborate with other members of an interdisciplinary laboratory research team.
5. Acquire effective written and verbal communication skills to present scientific data and interpretation of experimental results.
6. Develop critical thinking and problem-solving skills.
7. Exhibit ethical behavior and resolve dilemmas that arise in the research laboratory setting based on ethical principles.

Administration: The program will be administered by the College of Pharmacy, Dr. Timothy Moore, Dean; and the Department of Drug Discovery and Development, Dr. Gary Piazza, Chair.

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

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Samford University offers a BS in Pharmacy Studies that is intended as a feeder into its Doctor of Pharmacy (PharmD) program. The University of Alabama at Birmingham and the University of South Alabama offer related undergraduate programs in biomedical sciences (CIP 26.0102), which have a broader scope than the proposed degree.

Relationship to Existing Coursework: The Harrison College of Pharmacy currently offers only graduate degree programs (PharmD, CIP 51.2001; MS and PhD in Pharmaceutical Sciences, CIP 51.2003), and the proposed BS in Drug and Biopharmaceutical Sciences would extend its offerings down to the undergraduate level. The proposed degree is designed to prepare students for graduate study in Pharmacy, Pharmaceutical Sciences, and related fields, should they opt to do so. Some of the faculty who teach in the BS program will also have teaching responsibilities in the PharmD and Pharmaceutical Sciences graduate programs. Additionally, AU designates its BS in Biomedical Science (CIP 26.0102) offered by the College of Sciences and Mathematics as a Pre-Pharmacy program, and the proposed degree may have a modest impact on enrollments in that existing program.

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

Admissions: While there are no specific requirements for prior education or work experience for acceptance into the program, a high school degree with an emphasis on science coursework is recommended.

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

Curriculum: AU plans to develop 17 new courses for the program.

Program Completion Requirements:	
Credit hours required in program courses	42
Credit hours in general education or core curriculum	24
Credit hours required in support courses	22
Credit hours in required or free electives	20
Credit hours required in required research	12
Total credit hours required for completion	120

The DBPS required course work consists of 42 semester hours of didactic classroom instruction and an additional 12 semester hours of research experience. The courses required are unique to the program based on their integrative nature and thus are not available for transfer from other institutions. The remaining 66 semester hours consisting of core curriculum requirements, support courses and free electives are available for transfer credit based on evaluation and approval by the program director.

Specialized Accreditation: There is no specialized accreditation available for this program.

Professional Certification/Licensure: Graduates of this BS program in Drug and Biopharmaceutical Sciences will be well prepared for entry level positions in the biopharmaceutical/biotechnical industries, and governmental regulatory institutions, as well as advanced professional and graduate education. Professional certification is not required for these entry-level positions.

Industry Need: The proposed BS in Drug and Biopharmaceutical Sciences program is designed to prepare students for careers in biopharmaceutical sciences, medicine, biotechnology, drug development, drug analysis, and regulatory affairs. The Alabama biosciences sector, including biopharmaceutical manufacturers, currently generates about \$7.3 billion in economic activity annually, while supporting 780 companies and nearly 48,000 direct and indirect jobs across the state. Continued growth in this sector of the economy will require a well-prepared workforce, and this new BS program in Drug and Biopharmaceutical Sciences is focused on producing the entry-level personnel to support Alabama's economic growth in this sector.

Student Demand: Auburn University currently has relatively large enrollments in pre-health science (medicine, dental, pharmacy, physician assistant) and biomedical science and related programs. These enrollments suggest a strong interest in health care careers. The proposed program will offer a new option for those with a specific interest in training in the drug science and development fields, with an integrated science curriculum, and it reports an increase in inquiries from prospective students since it has been under development. AU's College of Pharmacy has also seen recent increases in participation

in its undergraduate research offerings, with more than 60 students participating in 2022-23. Furthermore, secondary labor market research conducted by the firm EAB shows strong demand, especially as a feeder program for the PharmD.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 12

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 3

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

AU intends to hire three instructor/assistant professor-level individuals to supplement the existing departmental faculty for the didactic classroom instruction. These new hires will hold MS degrees in the specific subject area, with the possibility of appointing new PhD recipients. The MS degree candidates will include thesis and non-thesis type candidates. All new hires will be required to complete the AU teacher training programs offered by the Biggio Center on the AU main campus.

Staff: Two full-time support staff will be hired for the program, including one program administrator/recruiter and one program coordinator/academic advisor.

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.

Other: AU has projected \$30,000 for the development of program advertising materials, which includes brochures, website, and video production. Additional advertising/recruiting/interviewing costs for hiring program instructors and administrative staff are also included. There will be some travel and event participation costs associated with recruiting related “career day” events at high schools, two-year colleges and regional locations around the state. Individual course development materials, program retreat, and instructor training may also come from these funds.

Library: The Auburn University’s Library system currently supports a full range of collections which could be used to support the proposed program. The library contains multiple health-related databases which are regarded as the most relevant in the field of health and drug science. The library currently holds subscriptions to all of the major journals in the areas of medicinal chemistry, pharmacology, pharmaceuticals and pharmacokinetics. The Library and HCOP have subscriptions to the primary textbooks used in the field of drug and Biopharmaceutical science. The library also participates in inter-library loan programs to obtain those few resources that may be required but not included in their current holdings.

Program Budget: The proposal projects that \$2,328,541 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 \$8,743,091 through tuition and student fees.

Attachment 3

Auburn University
 Bachelor of Science in Drug and Biopharmaceutical Sciences

Course Number and Title	Number of Credit Hours	* If New Course
Freshman Year	30	
ENGL 1100 English Composition I	3	
ENGL 1120 English Composition II	3	
CHEM 1030, 1031, & 1040, 1041 Fundamental Chemistry 1 and 2 with labs	8	
BIOL 1020 and 1021 Principles of Biology with labs	4	
Calculus	4	
Core Humanities and Social Sciences	6	
DBPS 1010 Introduction to Drug and Biopharmaceutical Sciences I	1	*
DBPS 1010 Introduction to Drug and Biopharmaceutical Sciences II	1	*
Sophomore Year	30	
Core Humanities and Social Sciences	12	
DBPS 2010 Fundamentals of Biomedical Chemistry I	4	*
DBPS 2020 Fundamentals of Biomedical Chemistry II	4	*
DBPS 2030 Drug Targets I	4	*
DBPS 2040 Drug Targets II	4	*
DBPS 2050 Biopharmaceutical Data Analysis I	1	*
DBPS 2060 Biopharmaceutical Data Analysis II	1	*
Junior Year	30	
Core Humanities and Social Sciences	6	
DBPS 3010 Medicinal Chemistry I	4	*
DBPS 3020 Medicinal Chemistry II	3	*
DBPS 3030 Drug Action I	4	*
DBPS 3040 Drug Action II	4	*
DBPS 3050 Drug Formulations	3	*
DBPS 3060 Drug Pharmacokinetics	4	*
DBPS 3070 Drug Research Seminar I	1	*
DBPS 3080 Drug Research Seminar II	1	*
Senior Year	30	
General Electives (DBPS approval required)	10	
DBPS 4980 Research	10	
DBPS Program Electives	10	*
Total Credit Hours Required for BS	120	

DECISION ITEM: I-2b

Auburn University, Master of Science in Business Administration-Finance (CIP 52.0201) – Substantive Modification

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the substantive modification to the Master of Science (MS) in Business Administration--Finance as a reasonable extension/alteration of an existing program.

Background:

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

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

Auburn University (AU) is proposing to modify the CIP code and title for the MS in Business Administration—Finance from CIP 52.0201, which is shared with the MS in Business Administration (all options), to CIP 52.0801 (MS in Finance), which better describes the content of the degree. Consistent with Commission policy, the proposed substantive modification pertains to a program that has already been in existence and does not require any additional funding to deliver in its modified form.

Supporting Documentation:

1. Summary of Proposed Substantive Modification, attached.
2. Curriculum for the Modified Program, attached.
3. Auburn University Proposal for Substantive Modification, submitted May 22, 2023, with revisions. Available upon request.
4. Commission "Guidelines for the Review of Extensions and Alterations of Existing Programs," available at <https://ache.edu/Instruction.aspx>.
5. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Summary of Proposed Modification

Master of Science in Finance
Auburn University

Program Description: The MS in Finance is designed for students interested in managing and analyzing corporate and government resources and offers a comprehensive finance education, with a curriculum rich in financial theory, mathematics, quantitative finance, investments, markets, reporting and analysis, and valuation. The program prepares students to enter fields such as risk management, trading, analysis, valuation, and investments. A total of 30 hours of coursework is required, which may be completed full-time on-campus or online.

Student Learning Outcomes: Graduates of the MS in Finance will demonstrate the following abilities:

- 1) Knowledge of the main functional areas of finance.
- 2) Analytical reasoning skills necessary to synthesize data and assess risk for effective decision-making in the finance industry.
- 3) Information technology skills necessary to collect and analyze financial data.
- 4) Communication and presentation skills necessary to share outcomes and recommend solutions.

Administration: The program is administered by the Harbert College of Business, Dr. Joe Hannah, Dean; and the Department of Finance, Dr. Kevin Yost, Chair.

Accreditation: The program falls under Auburn's specialized accreditation for the College of Business through the Association for the Advancement of Collegiate Schools of Business (AACSB).

Similar Programs: The University of Alabama is the only institution currently offering a standalone MS in Finance (CIP 52.0801).

Relationship to Existing Coursework: Auburn's Harbert College of Business has requested a substantive modification to its existing MS in Business Administration—Finance to change the CIP code and title from CIP 52.0201 to CIP 52.0801 (MS in Finance), which better describes the content of the degree.

Mode of Delivery: The MS in Finance is offered 100% online and 100% face-to-face.

Curriculum: No new courses will be developed. The curriculum for the modified program will not change from existing requirements.

Program Completion Requirements:	
Credit hours required in program core	9
Credit hours in program electives	17-21
Credit hours in required research	0-4
Total credit hours required for completion	30

Options: Students may elect to pursue a thesis track, with 4 credit hours of required research, or a course only non-thesis track.

Faculty:

Current Primary Faculty:
Full-time: 16
Part-time: 0
Support Faculty—

Full-time: 0
Part-time: 0

Resources: No additional resources are needed to support this program in its modified form.

Evidence of Program Performance: The chart below shows that the MS in Business Administration—Finance has had strong enrollment and completion numbers over the last five years, exceeding the minimum viability standard for master’s degrees.

CIP 52.0201 MS in Business Administration (Finance Option)
Enrollment and Degrees Awarded

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Enrollment	20	25	59	77	62
Degrees Awarded	2017-18	2018-19	2019-20	2020-21	2021-22
	19	28	24	26	31

Attachment 2

Curriculum for the Modified Program

Master of Science in Finance
 Auburn University

Course Number and Title	Number of Credit Hours	* If New Course
MS Finance [Thesis]		
BUSI 7110 Financial Analysis	3	
BUSI 7230 Cost Analysis and Systems	3	
FINC 7650 Applied Financial Management	3	
Research and Thesis	4	
Select 12 Credits in FINC 6000-8990 (Electives)	12	
Select 5 Credits in any approved @6000-8990	5	
Total Hours	30	
MS Finance [Non-Thesis]		
BUSI 7110 Financial Analysis	3	
BUSI 7230 Cost Analysis and Systems	3	
FINC 7650 Applied Financial Management	3	
Select 12 Credits in FINC 6000-8990 (Electives)	12	
Select 9 Credits in any approved @6000-8990	9	
Total Hours	30	

DECISION ITEM: I-3

Auburn University at Montgomery, Master of Science in Biochemistry and Molecular Biology (CIP 26.0210)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Biochemistry and Molecular Biology.

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

Implementation Date: The proposed program will be implemented in Fall 2024. Based on Commission policy, the proposed program must be implemented by September 2026, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2025-26 will be at least 15, 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 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 admission to doctoral programs.

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

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 is designed to expand AUM's undergraduate degrees in Biology (CIP 26.0101) and Chemistry (CIP 40.0501) into an integrated graduate degree.
2. AUM's investments in this program are part of a larger strategic growth plan for the College of Sciences focused on significantly increasing its research output and increasing the amount of external funding.
3. The proposed program is designed to support Alabama's biosciences sector, which currently generates about \$7.3 billion in economic activity annually, while supporting 780 companies and nearly 48,000 direct and indirect jobs across the state.

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 at Montgomery proposal, dated June, 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 at Montgomery								
PROGRAM: Master of Science in Biochemistry and Molecular Biology (CIP 26.0210)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	\$180,000	\$185,400	\$190,960	\$196,690	\$202,590	\$208,670	\$215,000	\$1,379,310
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$75,000	\$25,000	\$25,000	\$0	\$0	\$0	\$0	\$125,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$20,000	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$80,000
ASSISTANTSHIPS	\$7,500	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$97,500
OTHER	\$75,000	\$50,000	\$25,000	\$0	\$0	\$0	\$0	\$150,000
TOTAL	\$357,500	\$295,400	\$275,960	\$231,690	\$217,590	\$223,670	\$230,000	\$1,831,810
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	\$233,780	\$8,679	\$0	\$0	\$0	\$0	\$0	\$242,459
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$123,720	\$286,721	\$295,322	\$304,182	\$313,307	\$322,707	\$332,388	\$1,978,347
TOTAL	\$357,500	\$295,400	\$295,322	\$304,182	\$313,307	\$322,707	\$332,388	\$2,220,806
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	27	27	27	27	27	27	27
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	27	27	27	27	27	27	27
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	15	15	15	15	15	15	15
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	12	12	12	12	12	12	12

Attachment 2

Summary of Background Information

Auburn University at Montgomery
Master of Science in Biochemistry and Molecular Biology

Instructional Role: The proposed program is within the instructional role recognized by the Commission for Auburn University at Montgomery (AUM).

Program Description: The proposed MS in Biochemistry and Molecular Biology will provide students with the foundational problem-solving and analytical skills they need to help society understand and solve the complex biomedical and biotechnology problems it faces. Through a program of rigorous coursework, students will gain a sophisticated understanding of the theoretical and practical biomedical knowledge needed to tackle scientific and technological problems in the public or private sectors. The skill sets developed through the program would be of notable value for persons seeking work in state and local entities, including pharmaceutical science, government and other non-profit sectors, as well as those pursuing doctorate or professional training post-graduation.

Student Learning Outcomes: Upon completion of the MS in Biochemistry and Molecular Biology students will:

1. Be familiar with the recent advances in different biomedical fields, such as biochemistry, molecular and cellular biology, cancer biology and immunology.
2. Demonstrate mastery of the processes used by cells to ensure the maintenance and expression of genetic information.
3. Understand the major mechanisms of cell cycle regulation, apoptosis and tumorigenesis and their roles in biomedical research.
4. Be able to distinguish between the major modes of signal transduction pathways used by cells to regulate biological responses.
5. Be able to critically analyze and understand research work conducted in labs as published in the primary scientific literature.
6. Demonstrate the use of modern biological research methods in scientific inquiry and therapeutic development, and know how to apply these techniques to experimental design.
7. Understand the main techniques and tools utilized by scientists conducting biochemical, molecular-biological, and bioinformatics research, and know how to apply them to address research objectives.

Administration: The program will be administered by the College of Sciences, Dr. Douglas W. Leaman, Dean; and the Department of Biology and Environmental Sciences and the Department of Chemistry, Dr. Chelsea Ward, and Dr. Duk Kim, Chairs, respectively.

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 four expressing their support. The fifth indicated that the proposal had not appropriately projected student demand or costs for consumables.

Public Review: The program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: While there are no other programs in the Academic Program Inventory with CIP 26.0210, several institutions offer related programs at the graduate level:

- Auburn University, PhD and MS in Biomedical Sciences (CIP 26.0102)
- Troy University, MS in Biomedical Sciences (CIP 26.0102)
- University of Alabama at Birmingham, MSBMS in Multidisciplinary Biomedical Science (CIP 26.0102); MS in Biomedical and Health Sciences (CIP 26.0102); PhD in Biochemistry and Molecular Genetics (CIP 26.0205); MS and PhD in Biotechnology (CIP 26.1201)
- University of Alabama in Huntsville, (PhD in Biotechnology Science and Engineering, CIP 26.1201)
- University of South Alabama, MS in Biomedical Sciences (CIP 26.0102)

Relationship to Existing Coursework: This program is designed to expand AUM's undergraduate degrees in Biology (CIP 26.0101) and Chemistry (CIP 40.0501) into an integrated graduate degree. AUM notes that this program is part of a larger strategic growth plan for the College of Sciences focused on significantly increasing its research output and increasing the amount of external funding. The proposed program is intended to support AUM in securing external funding and also seeking qualified faculty.

Collaboration: AUM anticipates that the proposed program will be a good feeder for PhD programs offered at Auburn University, Alabama State University (PhD in Microbiology, CIP 26.0502), UAB, and UAH and will explore those possibilities.

Admissions: International students will have to meet minimal TOEFL (or equivalent) proficiency scores for acceptance into the university. All applicants will be asked to submit a brief essay on their career aspirations, and will undergo a remote interview. Students need to have taken core science classes in Biology and Chemistry, including General Biology, General Chemistry and Organic Chemistry. Undergraduate courses in Biochemistry and/or Molecular Biology will be strongly recommended. Undergraduate research, while not required, will be an advantage for those in the thesis track.

Mode of Delivery: Coursework for the proposed program will be delivered 100% in-person.

Curriculum: UAB plans to develop five new courses for this program.

Program Completion Requirements:	
Credit hours in program core	14
Credit hours required in program electives (required for non-thesis)	0-7
Credit hours in program concentration	9
Credit hours in required research (required for thesis)	0-7
Total credit hours required for completion	30

The program will offer three concentrations: 1- General Biochemistry and Molecular Biology; 2 – Biotechnology; and 3 - Environmental Science Technology. Students will also choose from a thesis or non-thesis option.

Work-Based Learning: The program requires students in the thesis option to conduct original research; however, there is no separate apprenticeship or internship requirement.

Industry Need: The Alabama biosciences sector currently generates about \$7.3 billion in economic activity annually, while supporting 780 companies and nearly 48,000 direct and indirect jobs across the state. The MS in Biochemistry and Molecular Biology is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system:

- 1) Molecular and Cellular Biologists (SOC 19-1029): Students will receive advanced instruction in molecular biology principles, as well as real-world research experience that will allow them to work immediately for a research laboratory at a university or private sector company, work in sales or medical/scientific writing roles at pharmaceutical firms, work in quality control, regulatory or compliance positions.

- 2) Biochemists and Biophysicists (SOC 19-1021): Focusing on Biochemists in this case (not Biophysicists), students will get advanced instruction in biochemistry, with research training for those in the thesis track. The same job prospects mentioned above apply, but also additional opportunities in the drug manufacturing sector, where structural analysis of biomolecules is of major importance.
- 3) Biological Technicians (SOC 19-4021): In addition to the above positions as lab technicians in research labs, this role also opens a myriad of options in university teaching labs as instructors or lab coordinators.

Based on data provided by the Alabama Department of Labor, jobs related to those graduating with an MS in Biochemistry and Molecular Biology will have strong growth during the period from 2020 to 2030. The number of new jobs in Biochemistry and Molecular Biology related fields in Alabama is approximately 380 per year. This is projected to remain fairly consistent over time for a total number of openings of 2,280 in Alabama over the next five years. In addition, the proposed degree will allow students to matriculate to several other advanced degree programs, including PhD programs or professional schools (Medical, Dental, Optometry, PharmD, etc.).

Student Demand: AUM conducted a focus group with its college student advisory group, and the response was overwhelmingly positive about the effect the proposed MS will have on their career decision process. As this group is specifically assembled and tasked in providing feedback from their peers to the college administration, this is of significance. Feedback from advisors and preprofessional support staff similarly indicates that students often seek additional their preparation for careers or professional school. Relevant to this, of the roughly 300 students in the AUM Biology and Chemistry programs, 60% have declared a pre-health concentration. Although most are targeting professional school, a high percentage experience a change of plans along the way. Many consider this program to be an excellent alternative pathway to a biomedical career or a stepping-stone to professional school.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 3

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

AUM intends to hire two Molecular Biologists to support the proposed program. Applicants must have a PhD in Molecular Biology or related field (relevant postdoctoral experience preferred) and will be expected to develop a research program involving undergraduate and graduate students. Research interests in biochemistry and/or molecular biology related to biomedical technology or biotechnology would complement existing departmental strengths, and publications in refereed journals, pursuit of external funding, and excellence in teaching are required to obtain tenure and promotion. When new faculty are hired, there is now an expectation of bringing in external funding through research.

Assistantships: Beginning in Year 1, up to six assistantships will be offered for the proposed program at an annual expense of \$7,500 in Year 1 and \$15,000 for Years 2-6.

Equipment: New equipment will be needed in the first three years of the program (\$125,000) to support student thesis projects. The precise equipment needed will become evident as new primary faculty are hired but will likely include devices for detecting and/or measuring biochemical processes (Seahorse systems, confocal microscope, high-throughput PCR thermocyclers, etc.). Some of these will be purchased via grant mechanisms and/or funded via faculty start-ups, but other items will be purchased as core equipment and are factored into the business plan.

Facilities: AUM has received approval from the Auburn Board of Trustees for capital investments to renovate the 50,000-sq-ft former Alabama Department of Public Health building located on the AUM campus. Expected to be completed in January 2025, renovation of this building will increase both science teaching space and science research space in preparation for new hires and this new program. The facility will also serve AUM's undergraduate programs in Biology and Chemistry, as well as related programs in other colleges. Funding for the project has been secured through a combination of bond funding, institutional reallocations, and philanthropic support, and costs for the renovation are independent of this program. The new building will enable AUM to be more competitive in seeking external grants and attracting faculty with the capabilities of being externally funded.

Library: The AUM Library provides students, faculty, and community users with access to a collection of 500,000+ books, more than 2,000,000 federal government documents, and more than 56,000 journals available with full-text online or in print. The library is staffed by eight professional MLS qualified librarians and is open 85.5 hours per week. A search was conducted on the relevant subject areas in Gobi – the library's online book vendor. A random sample of 13 titles was taken for each subject area and the average costs were computed. Following that, the number of titles needed in the subject area were multiplied by the average cost per title. While it is impossible to acquire these materials prior to the start of the program, it is proposed that the library be given an additional supplement of \$20,000 per year for 4 years to bolster its holdings. The library will work with the faculty to identify and acquire materials in the above topical areas. The amount mentioned above is a one-time cost. The AUM Library is overall in reasonably good shape with its biological databases and serials, favorably comparable with the holdings of Auburn.

Other: AUM has included \$150,000 over the first three years to for laboratory costs and other start-up expenses related to the new faculty hires.

Program Budget: Over the first seven years, the program will require estimated new funds of \$1,831,810. In order to support start-up costs for Years 1 and 2, the program will require internal reallocations of \$242,459, and it is expected to become self-sustaining by Year 3. The program is expected to generate \$1,978,347 through tuition during the post-implementation period.

Attachment 3

Auburn University at Montgomery
 Bachelor of Science in Biochemistry and Molecular Biology

Course Number and Title	Number of Credit Hours	* If New Course
Core Courses	14	
CHEM 6300 Advanced Biochemistry	3	
BIOL 6600 Advanced Molecular Genetics	3	
BCMB 6100 Research Methodologies	3	*
BIOL 6080 Reading the Scientific Literature	3	
BCMB 6950 Graduate Seminar Course (2X)	2	*
<i>Students choose one of the following Concentrations:</i>		
General Biochemistry and Molecular Biology Concentration	9	
Choose from any three of the electives offered (see chart below)	9	
Biotechnology Concentration	9	
BCMB 6200 Introduction to Biotechnology	3	*
BCMB 6300 Principles in Bioinformatics	3	*
PSYC 6290 Research Statistics or STAT 5670 Mathematical Statistics I	3	
Environmental Science Technology Concentration	9	
BCMB 6200 Introduction to Biotechnology	3	*
PSYC 6290 Research Statistics or STAT 5670 Mathematical Statistics I	3	
BIOL 6050 Industrial Microbiology or BIOL 6060 Environmental Microbiology	3	
<i>Students choose one of the following Options:</i>	7	
Thesis Option		
BIOL 6932 or CHEM 6992 Research Credits	7	*
Non-Thesis Option		
Take two additional of the provided elective courses (see chart below)	6	
BIOL 6932 or CHEM 6992 Research Credits (no more than 1 credit)	1	*
Total Credit Hours Required for Degree	30	

Course Number and Title	Number of Credit Hours	* If New Course
Electives		
BCMB 6200 Introduction to Biotechnology	3	*
BCMB 6300 Principles in Bioinformatics	3	*
PSYC 6290 Research Statistics or STAT 5670 Mathematical Statistics I	3	
BIOL 6060 Environmental Microbiology	3	
BIOL 6050 Industrial Microbiology	3	
BIOL 6350 Advanced Cell Biology	3	
BIOL 6932 or CHEM 6992 Research Credits	0-7	*

DECISION ITEM: I-4a

Troy University: Change of Instructional Role to Doctoral Granting

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve Troy University's request for a change in instructional role to doctoral granting.

Background:

According to *Code of Alabama 1975*, §16-5-10(7), the Commission has the following statutory authority related to institutional role:

“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.”

In March 2015, the Commission approved “Guidelines for Instructional Role 2015-2019,” establishing conditions under which the Commission may approve an expansion of an institution's instructional role to a higher degree level:

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

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:

- (1) successful implementation of three single discipline proposals shall precede a role expansion request;
- (2) the institution's mission;
- (3) institutional readiness (defined as faculty credentials, financial resources, and institutional commitment);
- (4) rationale for the expansion to a higher instructional level;
- (6) relationship of the requested role expansion to the state's strategic needs, educational goals, and priorities;
- (7) no substantive needless role duplication with other Alabama Public Universities; [Also refer to Alabama Code 16-5-8(4)(b)]
- (8) 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;
- (9) priority consideration being accorded to institution(s) with role seniority in that service area [Also refer to Alabama Code 16-5-10];
- (10) accreditation considerations;
- (11) peer and other feedback.”

Staff recommendation for approval is based on the following rationale:

1. The statute governing Troy University (*Code of Alabama 1975*, §16-56-1[b]) allows the institution to assume a doctoral granting role.
2. In 2019, Troy University's Board of Trustees approved a revision to the University's mission statement to specifically include doctoral programs among its graduate offerings, with the goal of pursuing a role change to doctoral granting.
3. Beginning in 2009, Troy University has successfully implemented three doctoral-level programs: DNP in Nursing (CIP 51.3818), PhD in Sport Management (CIP 31.0504), and PhD in Global Leadership (CIP 52.0213).
4. Troy University is approved by its regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), to award graduate degrees as a Level V (Doctorate – Three or Fewer) institution.
5. Troy University seeks to expand its doctoral production and sponsored research activities with the goal of reaching the Carnegie classification of "R2: Doctoral University—High Research Activity," a recognition that will benefit the University community, along with the region and the state, especially in developing partnerships with business and industry.

Supporting Documentation:

1. Summary of Troy University's Request for Instructional Role Change, attached.
2. Overview of Performance for Existing Doctoral Programs at Troy University, attached.
3. Request for Instructional Role Change full documentation submitted by Troy University on June 8, 2023. Available upon request.
4. *Code of Alabama 1975*, §§ 16-5-8 and 16-5-10 on ACHE duties and responsibilities. Available upon request.
5. ACHE "Guidelines for Instructional Role for 2015-2019—New Form." Available upon request.
6. *Code of Alabama 1975*, §16-56-1 regarding Troy University. Available upon request.

Attachment 1
Summary of Troy University's Request for Instructional Role Change to Doctoral Granting

Institutional Overview and Accreditation History:

Troy University (TROY) was founded in 1887 as Troy State Normal School with its main campus in Troy, Alabama. In 1957, the Alabama Legislature expanded the mission of TROY to offer master's degree programs, followed by a name change ten years later to Troy State University. TROY's satellite campuses in Montgomery and Dothan gained separate accreditation to become Troy State University at Montgomery (accredited 1983) and Troy State University at Dothan (accredited 1985), respectively. In June 2005, following approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Commission approved the administrative and institutional consolidation of Troy State University, Troy State University at Montgomery, and Troy State University at Dothan to form a single institution, Troy University, with instructional sites in Troy, Phenix City, Montgomery, and Dothan. In 2007, shortly after the merger, TROY was approved by the Commission to offer its first doctoral program, the Doctor of Nursing Practice (DNP) in Nursing, and was subsequently approved by SACSCOC for accreditation at Level V (Doctorate Granting –Three or Fewer). SACSCOC most recently reaffirmed TROY's accreditation at Level V in 2021. As of August 2023, the Commission's Academic Program Inventory lists the following offerings for TROY: 2 associate programs, 49 baccalaureate programs, 31 master's programs, 7 education specialist programs, and 3 doctoral programs, along with 14 graduate and undergraduate certificates. Having now implemented three doctoral programs, TROY is requesting that the Commission recognize its instructional role as doctoral granting in keeping with the Commission's current "Guidelines for Instructional Role."

Statutory Authority:

Last updated in 2009, the statute governing Troy University (*Code of Alabama 1975*, §16-56-1[b]) prescribes the following responsibilities:

"Troy University shall provide, maintain, and operate public higher education programs with facilities dedicated to the preparation of students in a variety of pre-professional and professional fields at the associate, baccalaureate, and graduate degree levels. The university shall provide educational services for the greater community including adult education and advanced education for mature students, private citizens, and service men and women. Troy University shall provide an academic, cultural, and social environment that fosters individuality and develops productive members of society. The mission of Troy University shall be accomplished by providing services to students and the greater community through the utilization of its staff and facilities and through research, creative activities, superior teaching, scholarship, and public service."

In its request for instructional role change, TROY notes that the statute specifically includes "professional fields at the ...graduate degree levels," and that its mission of providing higher education programs is to be accomplished through "research" and "scholarship," along with other means. Taken together, these inclusions provide a statutory basis for TROY to assume a doctoral-granting role.

Institutional Mission:

In August 2019, the Board of Trustees of Troy University adopted a revised mission statement to include language around doctoral programs (underlined below):

"Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels, to include doctoral programs, for a diverse student body in traditional, nontraditional, and emerging electronic formats. Academic programs are

supported by a variety of student services which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research."

Successful Implementation of Doctoral Programs:

Since 2007, TROY has implemented three doctoral programs, each approved by the Commission as contributing a "strategic benefit" to the State of Alabama:

- Doctor of Nursing Practice (DNP) in Nursing (CIP 51.3818)
- Doctor of Philosophy (PhD) in Sport Management (CIP 31.0504)
- Doctor of Philosophy (PhD) in Global Leadership (CIP 52.0213)

The Commission's existing "Guidelines on Instructional Role" define successful implementation 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." These requirements are discussed below for each doctoral offering.

Doctor of Nursing Practice in Nursing

The Commission approved TROY's proposal to offer a Doctor of Nursing Practice (DNP) in Nursing at its meeting in December 2007, and the program began enrolling students in Fall 2009. In June 2015, the Commission was notified that the program met its post-implementation conditions. Housed within the School of Nursing within the College of Health and Human Services, the program is offered 100% online and has tracks for students to enter with either a BSN or MSN. TROY's School of Nursing applied to expand its specialized accreditation with the Accreditation Commission for Education in Nursing (ACEN, then called the National League for Nursing Accrediting Commission), and was granted initial accreditation at the clinical doctorate level in 2011. ACEN renewed TROY's specialized accreditation in 2016, with reaffirmation expected in 2024. Since its inception, TROY's DNP has graduated a total of 204 students, an average of 15.7 per year (details available in Attachment 2). The most recent institutional assessment of program effectiveness (dated 2021) indicated that the program met or exceed expectations on all student learning outcomes, including target pass rates for the Family Nurse Practitioner certification for the BSN track. Job placement data submitted for the most recent three years indicates that all DNP graduates are employed in a position related to their degree, with many noting that the degree enhances their prospects for advancement.

Doctor of Philosophy in Sport Management

The Commission approved TROY's proposal to offer a Doctor of Philosophy (PhD) in Sport Management at its meeting in March 2014, and the program began enrolling students in Fall 2015. In December 2020, TROY notified the Commission that the program had met its post-implementation conditions. Housed within the Sorrell College of Business, the PhD in Sport Management is offered 100% online and in a hybrid format on Troy's main campus. The curriculum includes 15 credit hours of doctoral core coursework and 15 credit hours of research methods and statistics, along with program electives and dissertation research. In 2019, the program earned specialized accreditation through the Commission on Sport Management Accreditation (COSMA), with reaffirmation expected in 2025. Since its inception, the program has enrolled 79 students and graduated 27 students (an average of 4.5 per year). The most recent institutional assessment of program effectiveness (dated 2022) indicated that the program met expectations on all student learning outcomes, except for the proportion of students passing their comprehensive exams with distinction. With regard to

employment outcomes, TROY provided evidence that graduates have been successful at securing academic teaching positions and advancing their careers in the practice of sport management.

Doctor of Philosophy in Global Leadership

The Commission approved TROY's proposal to offer a Doctor of Philosophy (PhD) in Global Leadership at its meeting in June 2019, and the program began enrolling students in Fall 2020. The program is still within its post-implementation review period with the Commission (report due September 1, 2027), but TROY has submitted evidence of three years of successful implementation. Housed within the College of Education, the PhD in Global Leadership is offered 100% online. The curriculum includes 21 credit hours of doctoral core coursework and 12 credit hours of research methods and statistics, along with program electives and dissertation research. For program electives, students choose a specialization area from the following options: Organizational Leadership, Strategic Communication, Public Administration, Instructional Leadership and Administration, and Higher Education. There is no specialized accreditation entity for the PhD in Global Leadership. Since launching, the program has enrolled a total of 79 students, an average of 26 new students per year. As shows in Attachment 2, the first cohort of 14 students expected to graduate in May 2024. The initial institutional assessment of program effectiveness for the period 2020-22 indicates that the program is on track to meet expectations for student learning outcomes.

To further substantiate successful implementation, TROY conducted a survey of current students, recent graduates, and doctoral faculty during May 2023. Of the 131 student and alumni respondents, 124 (95%) felt that the quality of the graduate curriculum met or exceeded expectations, and 82 (63%, presumably mostly alumni) agreed that the program prepared them for their professional position. Faculty responses (n=28) indicated that 75% of faculty saw their students publishing academic articles and making other professional contributions and that those teaching in the DNP in Nursing and PhD in Sport Management felt strongly that their students had been successful after graduating from their program.

Institutional Readiness:

In implementing existing doctoral offerings, TROY has demonstrated that it has the resources, processes, and commitment required to develop and deliver doctoral-level programs. As noted above, the DNP in Nursing and PhD in Sport Management have earned specialized accreditation through their respective nationally recognized accrediting entities. TROY has made investments to enhance its research activities, including the construction of the Center for Materials and Manufacturing Sciences on the main campus, expansion of library holdings and increased library budget, flexibility for faculty course release for research, and increased funding for graduate assistantships. TROY notes that it has had recent success in attracting external research funding and aims to reach \$5,000,000 in annual research-specific expenditures within the next five years.

Rationale for Expansion:

Troy University indicates that the expansion of its instructional role to doctoral-granting will support increased research and scholarship output of the university and enable the institution to provide services that will benefit the state as a whole. Specifically, TROY seeks to expand its doctoral production and sponsored research activities with the goal of reaching the Carnegie classification of "R2: Doctoral University—High Research Activity," which includes institutions that awarded 20 or more research doctorate degrees and had at least \$5 million in research expenditures. In the 2021 review cycle, TROY was classified as "M1: Master's Colleges and Universities—Larger Programs," which includes institutions that awarded at least 50 master's degrees and fewer than 20 research doctorate degrees in the review year. In order to reach R2 status, TROY will need to produce more graduates from its PhD in Sport Management (9 graduates in AY 2022-23) and PhD in Global Leadership (no graduates yet) and increase its research expenditures. In the most recent complete year (2022), TROY spent just over \$2.5 million on

research. The university indicates that it is on track to increase research expenditures in the coming years, especially in the area of polymer science as a result of its new facility, the Center for Materials and Manufacturing Sciences. Achieving R2 status will enable TROY to apply for additional sponsored research grants that are only open to research institutions.

Aside from enhancing the university's reputation, TROY argues that attaining R2 status will benefit the Wiregrass region and the state. Having a greater research footprint will enhance economic development activities that seek to attract new employers to the area. Business and industry, both new and existing, rely on highly skilled populations and to partner with institutions of higher learning for research, training, or other types of partnerships. These relationships in turn help to strengthen the curriculum and expand work-based learning opportunities for students. In addition, sponsored research funding is often spent on goods and services within the state and may support additional jobs.

Relationship to Offerings at Other Alabama Public Institutions:

TROY notes that there is no other doctoral institution whose main campus location is in the Wiregrass region and that its doctoral programs are delivered only at the main campus in Troy, AL or online. Troy University serves a large percentage of online only students, many of whom want to be near the institution to have access to the available student services and academic supports. Having a doctoral-granting institution in this area of the state will allow greater access to doctoral level programs by the citizens of the state. In regard to its existing doctoral offerings, TROY indicates that each program was designed to provide students with critical skill sets to meet regional and state workforce needs as determined by market research, without duplicating offerings of other institutions.

Plans for Future Doctoral Offerings:

While TROY's request for instructional role change does not mention concrete plans to develop new doctoral programs, the University notes that it selectively develops new programs based on faculty expertise, available facilities, and student/employer demand. Specifically, TROY states: "Any new doctoral program will be highly scrutinized internally as well as externally to ensure that there is no unnecessary duplication or risk of adversely affecting other institutions in the state. This scrutiny benefits Troy University as well since doctoral programs tend to have a lower student enrollment. It would be unwise for any institution to propose doctoral programs with a large number of competitors in the state due to the smaller pool of potential applicants."

Peer Review:

TROY's request for instructional role change was discussed at length during a stakeholder open forum held on May 11, 2023 to consider a new rule regarding instructional role change (Administrative Procedure §300-2-1-.11). In this meeting, the other universities represented were supportive of Troy being able to seek role change under the existing "Guidelines for Instructional Role." Thereafter, ACHE staff shared TROY's formal request with the Alabama Council of Graduate Deans (ACGD), which is the peer review body for graduate programs. TROY was invited to present its request at the most recent ACGD meeting on August 2, 2023. In the discussion that followed, peer institutions expressed support for TROY's desire to become a doctoral granting institution. Following the meeting, one additional institution sent a note of support.

Public Review:

The request for instructional role change was posted on the Commission website from July 11, 2023 to July 31, 2023 for public review and comments. No comments were received.

Attachment 2
Overview of Performance for Existing Doctoral Programs at Troy University

Doctor of Nursing Practice (DNP) in Nursing (CIP 51.3818)

Approved by ACHE December 2007, Implemented 2009

Accredited by Accreditation Commission for Education in Nursing since 2011

Doctor of Nursing Practice Graduates - All													
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-23	Total
8	7	9	17	13	14	16	20	20	15	24	23	18	204
Average													15.7

Doctor of Nursing Practice - New Students - All														
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
12	17	14	37	23	25	19	27	29	33	32	32	22	26	348
Average													25	

Doctor of Philosophy (PhD) in Sport Management (CIP 31.0504)

Approved by ACHE March 2014, Implemented 2015

Accredited by Commission on Sport Management Accreditation (COSMA) since 2019

Ph.D. in Sport Management Graduates						
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
1	5	1	8	3	9	27
Average						4.5

Ph.D. in Sport Management - New Students								
2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
12	13	9	15	12	8	5	5	79
Average								10

Doctor of Philosophy (PhD) in Global Leadership (CIP 52.0213)

Approved by ACHE June 2019, Implemented 2020

Ph.D. in Global Leadership - New Students			
2020-2021	2021-2022	2022-2023	Total
38	23	18	79
Average			26

Projected Graduation		
Cohort Start	Number of Students	Projected Completion of Credit Hours
Fall 2020	14	Spring 2024 (AY 2023-24)
Spring 2021	14	Fall 2024 (AY 2024-25)
Fall 2021	12	Spring 2025 (AY 2024-25)
Spring 2022	10	Fall 2025 (AY 2025-26)
Fall 2022	11	Spring 2026 (AY 2025-26)
Spring 2023	11	Fall 2026 (AY 2026-27)

DECISION ITEM: I-4b

Troy University, Master of Business Administration in Business Design (CIP 52.0701)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Business Administration (MBA) in Business Design.

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 8.7, 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 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and/or acceptance into a doctoral program.

Troy University (TROY) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 MBA in Business Design adapts the traditional broad MBA curriculum to focus on entrepreneurial aspects of launching and growing a firm, which aligns with statewide efforts to promote innovation and attract start-up companies to Alabama.
2. The proposed program will build on existing expertise within the College of Business and will not require any additional resources to implement.
3. The proposed program will leverage the facilities and resources of the Troy University IDEA Bank, including potential business start-up funding from alumni donors.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Troy University proposal, dated June 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: Troy University								
PROGRAM: MBA in Business Design (CIP 52.0701)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	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	\$85,500	\$102,600	\$128,250	\$128,250	\$128,250	\$128,250	\$128,250	\$829,350
TOTAL	\$85,500	\$102,600	\$128,250	\$128,250	\$128,250	\$128,250	\$128,250	\$829,350
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	12	15	15	15	15	13.7
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	10	12	15	15	15	15	13.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	7	10	10	10	10	8.7
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	4	5	5	5	5	4.8

Attachment 2

Summary of Background Information

Master of Business Administration in Business Design
Troy University

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

Program Description: Offered by the Department of Management and Human Resource Management within the Sorrell College of Business, the proposed MBA in Business Design (MBA-BD) will be an addition to the traditional MBA in Business Administration (CIP 52.0201). The program will focus on business design/creation with an interdisciplinary approach that emphasizes design thinking and practical application. Students will have the option to select either the Interdisciplinary concentration, which will allow students to take 18 semester hours that align with their career interests, or the Music Industry Concentration. The program will be offered 100% through face-to-face instruction and also with hybrid flexibility, which means that students will also have the option to attend courses online. Curriculum will be planned to facilitate development of businesses that have the potential for success from the outset by guiding each student through his or her business design process more from a consulting point-of-view rather than traditional lecturing or other pedagogical methodologies. The goal of this degree option is for both Troy faculty and alumni to act as business development consultants for student entrepreneurs.

Student Learning Outcomes: Students in the MBA in Business Design program will learn how to do the following:

1. Design a business start-up in a targeted industry or occupation deemed important for the State of Alabama's economic development.
2. Launch a business start-up in a targeted industry or occupation deemed important for the State of Alabama's economic development.
3. Operate and manage their new business post-launch.
4. Grow their new business through targeted channels of distribution and global expansion strategies.
5. Know how their new business can successfully function in a socially-responsible manner to include all relevant constituency groups (i.e., customers, employees, investors, communities, governments, etc.).

Administration: The program will be administered by the College of Business, Dr. Judson Edwards, Dean; and the Department of Management and Human Resource Management, Dr. Shelley Davis, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Four responses were received, with two questioning whether MBA was the appropriate nomenclature for the program content. These concerns have been addressed below under "Curriculum" based on the response provided by TROY.

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Many Alabama institutions offer traditional MBA degrees, several of which have concentrations in Entrepreneurship:

- University of Alabama at Birmingham, MBA in Business Administration with concentration in Entrepreneurship (CIP 52.0201)
- University of Alabama in Huntsville, MBA in Business Administration with concentration in Technology and Innovation Management (CIP 52.0201)

- University of North Alabama, MBA in Business Administration with concentration in Sales and New Business Development (CIP 52.0201).

In addition, four institutions have developed related undergraduate programs: Alabama A&M University, BS in Entrepreneurship (CIP 52.0701); Auburn University at Montgomery, BSBA in Entrepreneurship (CIP 52.0701); University of Alabama at Birmingham, BS in Entrepreneurship (CIP 52.0701); and University of North Alabama, BBA in Innovation and Entrepreneurship (CIP 52.0701).

Relationship to Existing Coursework: The Sorrell College of Business currently offers a traditional MBA in Business Administration (CIP 52.0201) and an MBA in International Business Administration (CIP 52.1101). Students may choose program electives from those developed for the other MBA programs, but they will complete 18 hours of core coursework specific to the proposed MBA in Business Design.

Collaboration: Troy University recognizes the value of collaborating with other Alabama universities or business organizations and will do so when necessary and/or the opportunity presents itself.

Accreditation: Troy's College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The MBA in Business Design will fall under the purview of AACSB accreditation.

Admissions: Applicants must have an undergraduate degree from an accredited college or university with a minimum 2.5 GPA. They will be interviewed and vetted by the MBA-BD Committee, comprised of Sorrell College leadership (to include the MBA Director), faculty, staff, and business entrepreneurs.

Mode of Delivery: The program will be offered 100% through face-to-face instruction and also with hybrid flexibility (HyFlex), which means that students will have the option to attend courses synchronously online.

Curriculum: Troy plans to develop six new courses for this program. In response to comments from peer reviewers regarding breadth needed for an MBA curriculum, TROY notes that the content covered in the program core, while organized in a non-traditional manner, is consistent with the core content of traditional MBA programs, including TROY's existing MBA program. Content from the traditional business disciplines (marketing, management, accounting, economics, finance, information systems, etc.) is contextualized to business development and organized across several courses, rather than within separate courses in each discipline.

Program Completion Requirements:	
Credit hours required in program core	18
Credit hours required in concentration	0
Credit hours required in program electives	18
Credit hours in required research	0
Total credit hours required for completion	36

Students may select one of two concentrations: Interdisciplinary (consisting of 18 hours of advisor-approved electives that align with students' area of interest); and Music Industry. The Interdisciplinary option in particular enables students to customize MBA-BD curriculum around their business design idea. The goal of this degree option is for both Troy University faculty alumni to act as business development consultants for student entrepreneurs.

Work-Based Learning: The capstone course (MBA 6006: Business Design II) will require students to put together complete business plans, including plans related to raising capital and launching their business. In terms of start-up funding for student businesses, TROY is positioned to offer support to some students directly through its existing IDEA Bank enterprise (dedicated space, resources, and staff to support student entrepreneurship programs) and partnership with the Small Business Development Center. TROY also notes that several alumni have expressed interest in working with and supporting student

entrepreneurs in this proposed program specifically. Along with the capstone, students in the Interdisciplinary concentration will have opportunities to pursue internships and co-ops.

Industry Need: TROY notes that the proposed program supports state initiatives to foster innovation and support Alabama-based start-up companies. Specifically, they cite the Alabama Innovation Commission Report (October 2021), which invites universities to “create new programs that focus on entrepreneurship within MBA programs” (pp.45-46). The MBA in Business Design is designed to support business development across different industries, with a particular focus on those that align with Innovate Alabama and other economic development efforts. Every student will develop a business plan around occupational specialization of that student’s choosing. The curriculum is designed to allow customization of knowledge development and application in a specific industry and occupation that meets the needs of each individual student’s business plan. In addition, meetings with the Business Advisory Board, comprised of business owners from across the state, has indicated a need for the proposed program.

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

- 1) Management Occupations (SOC 11-0000)
- 2) Business and Financial Operations Occupations (SOC 13-0000)
- 3) Chief Executives (SOC 11-1011)

Student Demand: TROY conducted interviews with various constituency groups, including alumni, potential and actual MBA students, business owner-operators, faculty and staff from other colleges and universities. Troy also conducted a qualitative survey of existing MBA students about demand for the proposed program. The survey had an almost 100% respondent rate, with many positive comments, especially around the program’s opportunities for mentorship. TROY also anticipates demand from international students for the on-campus delivery format.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 10

Part-time: 0

Support Faculty:

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty:

Full-time: 0

Part-time: 0

Support Faculty:

Full-time: 0

Part-time: 0

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. The proposed program will leverage the facilities and resources of the Troy University IDEA Bank, which currently houses the Small Business Development Center and has space available to support start-up businesses.

Library: The Sorrell College of Business has a dedicated professional in the Troy Campus library who support its activities and makes presentations about library resources to current MBA classes for help

with project research. The Troy Library system has access to dozens of online databases including ABI Inform, Business Source Premier, and other major business periodical databases. Students can access information about industries and specific companies through the library.

Program Budget: The proposed program will utilize existing faculty and facilities, and as a result, it will not require any additional expenditures. Over the first seven years, the program is expected to generate \$829,350 through tuition and fees.

Attachment 3

Troy University
 Master of Business Administration in Business Design

Course Number and Title	Number of Credit Hours	* If New Course
MBA 6001: The Competitive Environment in Commerce and Industry	3	*
MBA 6002: Fundamentals of Business Management	3	*
MBA 6003: Business Design I (Research Requirement)	3	*
MBA 6004: Information Systems Management and Data Analytics	3	*
MBA 6005: Domestic and Global Market Development	3	*
MBA 6006: Business Design II (Capstone Course)	3	* WBL
Concentration (see below)	18	
Total Required Hours for MBA Degree:	36	

Interdisciplinary Concentration (MBA- Business Design electives TBD by student and MBA-BD Committee based on student interest)	18	
MBA 6500 Internship I - This course enables MBA students to develop the practical business and/or technical knowledge, skills, and abilities necessary to design, launch, and effectively manage their own business enterprise through an internship experience. Prerequisites: 15 semester credit hours of approved graduate business courses with a minimum 3.0 GPA or permission of the MBA Director.		WBL
MBA 6550 Internship II - This course enables MBA students to develop the practical business and/or technical knowledge, skills, and abilities necessary to design, launch, and effectively manage their own business enterprise by continuing an internship experience. Prerequisites: MBA 6500 with a minimum B grade or permission of the MBA Director.		WBL
MBA 6600 Job Co-op I - This course enables MBA students to develop the practical business and/or technical knowledge, skills, and abilities necessary to design, launch, and effectively manage their own business enterprise through a job co-op experience. Prerequisites: 15 semester credit hours of approved graduate business courses with a minimum 3.0 GPA or permission of the MBA Director.		WBL
MBA 6650 Job Co-op II - This course enables MBA students to develop the practical business and/or technical knowledge, skills, and abilities necessary to design, launch, and effectively manage their own business enterprise by continuing a job co-op experience. Prerequisites: MBA 6600 with a minimum B grade or permission of the MBA Director.		WBL
NOTE: A maximum of 12 graduate credit hours for experiential learning earned at an accredited college or university can be transferred in to the Sorrell MBA in Business Design with approval of the MBA Director and Sorrell College of Business Dean.		

Music Industry Concentration (Four required courses and two electives)	18	
MUI 6614: Music Publishing (Required)	3	
MUI 6618: Advanced Music Technologies (Required)	3	
MUI 6640: The Business of Music: Entrepreneurship through American Music, Media, and Entertainment (Required)	3	
MUI 6645: Legal Aspects of the Music Industry (Required)	3	
MUI 6610: Marketing of Recorded Music (Elective)	3	

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2023

MUI 6612: Composition and Arranging for the Music Industry (Elective)	3	
MUI 6616: Advanced Songwriting (Elective)	3	
MUI 6620: Studio Production Techniques (Elective)	3	
MUI 6622: Concert Production and Promotion (Elective)	3	
MUI 6630: Media Composition and Sound Design (Elective)	3	

WBL: Indicates the course includes work-based learning.

DECISION ITEM: I-5

University of Alabama, Master of Science in Nursing in Master's Entry to the Profession of Nursing (CIP 51.3801)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science in Nursing (MSN) in Master's Entry to the Profession of Nursing.

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 22.7, based on the proposal.
2. That the annual average number of graduates for the period 2026-27 through 2030-2031 (five-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program will gain approval from the Alabama Board of Nursing as a pre-licensure program.
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 licensure pass rates and related employment.

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 MSN program is designed to prepare those with a bachelor's degree in any area outside of Nursing to become entry-level professional nurses (generalists) and will prepare them for licensure at a faster rate than the traditional pre-licensure programs. UA indicates that it has a significant pool of bachelor's graduates who started in pre-nursing and may be interested in this program.
2. The proposed program will take advantage of significant existing faculty expertise at the UA Capstone College of Nursing and would require no new funds to implement.
3. The program will prepare nurses to serve rural and underserved populations, leveraging clinical relationships with the Department of Community Medicine and Population Health within UA's College of Community Health Sciences.

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 June 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: The University of Alabama								
PROGRAM: MSN in Master's Entry to the Profession of 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	\$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	\$357,280	\$554,400	\$554,400	\$904,160	\$904,160	\$904,160	\$904,160	\$5,082,720
TOTAL	\$357,280	\$554,400	\$554,400	\$904,160	\$904,160	\$904,160	\$904,160	\$5,082,720
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	16	16	24	24	24	24	21.3
PART-TIME HEADCOUNT	Year 1 - No data reporting required	4	4	4	4	4	4	4
TOTAL HEADCOUNT	Year 1 - No data reporting required	20	20	28	28	28	28	25.3
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	20	20	24	24	24	24	22.7
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	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	20	20	22	24	24	22

Attachment 2

Summary of Background Information

University of Alabama
Master of Science in Nursing in Master's Entry to the Profession of Nursing

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

Program Description: The proposed MSN in Master's Entry to the Profession of Nursing (MEPN) program will prepare students with a bachelor's degree in any area outside of Nursing to become entry-level professional nurses (generalists) and will prepare them for licensure at a faster rate than the traditional pre-licensure programs (e.g., BSN). Graduates will be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The graduate-level accelerated program will cover the foundation of nursing practice with a special emphasis on population health. Through didactic and clinical coursework, students will achieve competencies in scholarship and the ability to utilize evidence-based practice in the design, delivery, evaluation, and improvement of healthcare for culturally diverse individuals and populations. The program will require full-time enrollment over a five-semester period, with a mix of both in-person and online courses. Graduates of the proposed MEPN program will effectively serve in both urban and rural communities as practitioners in existing medical facilities, free-standing clinics, schools, and/or public health departments.

Student Learning Outcomes: The proposed MEPN will focus on the following learning objectives:

1. Synthesize theories and principles from the natural, behavioral, social and applied sciences which support nursing roles.
2. Coordinate care for culturally diverse individuals and groups, emphasizing clinical prevention and population health.
3. Collaborate with inter-professional teams and communities to design, implement, and evaluate cost-effective evidence-based interventions that improve the health outcomes of culturally diverse individuals and populations.
4. Provide organizational and system leadership in coordinating, managing, and improving health programs and community health services to promote high quality and safe patient care.
5. Ethically manage data, information, knowledge, and technology to communicate and deliver safe quality healthcare within and across settings.
6. Advocate for policy formulation, organization, and financing of health care.
7. Assume accountability for legal standards, ethical values, social justice principles, and personal beliefs that acknowledge human diversity and influence professional practice decisions.

Administration: The program will be administered by the College of Nursing, Dr. Suzanne Prevost, Dean; and the Department of Nursing, Dr. Patricia Carter, Chair.

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

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The University of Alabama at Birmingham (UAB) offers a master's-entry program that is also structured as an accelerated pre-licensure program. MEPN programs across the country typically follow one of two curricular structures: an accelerated pre-licensure program or a combined pre-licensure and advanced practice program. Outside Alabama within the SREB states, there are five master's-entry

nursing programs. Kentucky and South Carolina have accelerated pre-licensure programs. The other three programs, one each located in Georgia, Tennessee, and Texas, are combination pre-licensure and advanced practice programs. UA's proposed MEPN will be an accelerated pre-licensure program focused on preparing nurses to serve underserved and rural populations.

Relationship to Existing Coursework: UA's Capstone College of Nursing (CCN) offers a pre-licensure BSN program (CIP 51.3801), as well as an MSN in Nursing (CIP 51.3801) for Registered Nurses who already have a BSN. The MEPN program will incorporate seven courses from the existing master's-level core curriculum. These courses include: NUR 500 Population Health; NUR 503 Informatics in Healthcare; NUR 505 Advanced Health Assessment; NUR 507 Organizational and Systems Leadership; NUR 519 Health Policy and Finance; NUR 521 Advanced Pharmacology; NUR 529 Advanced Pathophysiology. The MEPN will also be indirectly related to the BSN program, in that both programs prepare students to take the NCLEX-RN licensure exam, and faculty with expertise in this content will support both programs. The proposed program will target a currently missed group of potential students who seek to become nurses while obtaining a graduate degree but are not eligible for enrollment in our RN-BSN, MSN, or doctoral-level programs.

Collaboration: No collaboration is currently planned with other higher education institutions, but UA has had discussions with both the University of Alabama in Huntsville (UAH) and UAB about this program. UA currently has a Joint PhD in Nursing Science program with UAH and is open to additional collaborations that will offer innovative approaches to grow the nursing workforce. This program is aligned with the College of Community Health Services (CCHS) Department of Community Medicine and Population Health. Collaborations with that Department will afford opportunities to extend the services already provided by CCHS in their rural clinics in Demopolis, Whitfield Hospital, Carrolton, Livingston, and Northport.

Specialized Accreditation: UA's Capstone College of Nursing is fully accredited by the Commission on Collegiate Nursing Education (CCNE) for its baccalaureate, master's, and DNP programs. The MEPN program will seek accreditation through CCNE.

Professional Licensure: The program will seek approval from the Alabama Board of Nursing as a pre-licensure program that fulfills educational requirements for registered nurses in Alabama. Graduates will then be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). This licensure is required for graduates of the MEPN program to work as registered nurses in the United States.

Admissions: Applicants to the MEPN program must hold a baccalaureate or higher degree from an accredited college or university. Candidates must meet GPA requirements for graduate programs as set by the Graduate School. Prerequisite courses must be taken within five years of the submission of application. A minimum of a C is required for each course.

Mode of Delivery: Students will be in residence (in-person) for clinical rotations, laboratories, and simulation (25%). All didactic courses will be online using both synchronous and asynchronous formats (75%). The program will consist of 64 credit hours, including 630 clinical/laboratory hours. Clinical hours are calculated at 45 clock hours/1 credit hour). Providing this program in a hybrid format will allow for the provision of world-class education to a larger pool of individuals seeking this training. The didactic components offered on-line will facilitate accessibility to this education for individuals who need greater flexibility in their course engagement (time and location,) while offering the clinical components in-person allows for these entry level nursing students to have the direct supervision required for the successful and safe development of clinical skills.

Curriculum: UA plans to develop ten new courses for this program.

Program Completion Requirements:	
Credit hours required in program core	64
Credit hours required in support courses	0

Credit hours in program electives	0
Credit hours required in required research	0
Total credit hours required for completion	64

Work-Based Learning: The MEPN program requires students to complete 15 credit hours (675 clock hours) of clinical-based learning. These hours will be completed over the course of the program and be aligned with the target population for each course (e.g., adult, pediatric, rural health). Facilities utilized will include local healthcare settings in Tuscaloosa and surrounding counties, as well as CCN's clinical simulation facilities. Clinical experiences are required for students to learn, practice, and demonstrate professional nursing competencies.

Industry Need: This program will prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system: Registered Nurses (29-1141). The impact of the COVID-19 pandemic has exacerbated the shortage of nurses in Alabama and throughout the country. The Statewide List of In-Demand Occupations for Alabama reports that in 2019, 53,200 individuals were employed as Registered Nurses in Alabama and there were 3,530 current openings. According to the US Bureau of Labor Statistics, there are over 194,000 openings across the nation for Registered Nurses and that the demand is expected to grow by 9% over the next decade.

UA's proposed program will have strong emphasis on population health in rural areas, in addition to individual patient phenomena. The approach will benefit the people of Alabama, who reside in a predominantly rural state. In Alabama 70.1 % of counties are mostly or completely rural, representing 40.9% of the population.

Student Demand: Demand for a program of this nature is strong across the nation. The typical applicant pool for successful master's-entry nursing programs includes individuals who intended to complete pre-licensure BSN programs but were not promoted due to lack of space. UA reports that in academic year 2021-22, 97 individuals originally in the pre-nursing program transferred to another UA college/school and subsequently graduated. Given small projected enrollment in the early years of the program, it is anticipated that enrollment projections can be met with this population alone. UA gathered additional data from admissions staff, who reported receiving 2-3 inquiries per month related to master's-entry nursing programs.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 77

Part-time: 25

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 0

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Staff: No dedicated staff are needed for this program.

Assistantships: No assistantships will be offered for this 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 has 11 libraries encompassing various fields of study that support the academic mission of the university through strong collections and services, including providing unique collections through special collections and digital collections, instruction for research and use of resources, variety of spaces for individual and group study, promote research skills and strategies through collaboration with other libraries on campus, and access to academic software and technology. Program specific support is offered through the University Libraries through a dedicated librarian who provides content specific support for identification of articles, books, and websites that are specific to nursing student needs. Additionally, this dedicated resource assists with research help, and many tutorials that support student access to content, referencing, and writing. UA notes that the library collections are adequate to support existing pre-licensure Nursing programs, as well as master's and doctoral programs in Nursing.

Program Budget: UA projects that the proposed program will require no new funds to deliver over the first seven years. Over the same period, the program expects to generate \$5,082,720 through tuition.

Attachment 3

University of Alabama
 MSN in Master's Entry to the Profession of Nursing

Course Number and Title	Number of Credit Hours	* If New Course
Program Core		
NUR Foundations in Nursing and Assessment	4	*
NUR 542 Pathophysiology	4	*
NUR 543 Nursing Care Across the Lifespan I (clinical)	4	*
NUR 544 Adult Health Nursing	3	*
NUR 545 Mental Health Nursing	3	*
NUR 546 Nursing Care Across the Lifespan II (clinical)	3	*
NUR 513 Special Topics	3	
NUR 514 Research and Evidence-Based Practice	3	
NUR 548 Population & Rural health (clinical)	3	*
POPH 523 Basic Epidemiology	3	
NUR 500 Population Health	3	
HHE 515 Advance Foundations of Health Promotion	3	
NUR 507 Organizational and Systems Leadership	3	
NUR 560 Family Based Nursing	3	*
NUR 561 Family Based Nursing (clinical)	2	*
NUR 505 Advanced Assessment	3	
NUR 503 Informatics in Healthcare	3	
NUR 529 Advanced Pathophysiology	3	
NUR 521 Advanced Pharmacology	3	
NUR 519 Health Policy and Finance	3	
NUR 563 Rural Health Preceptorship (clinical)	2	*
Total hours for Degree	64	

DECISION ITEM: I-6

University of Alabama at Birmingham, Master of Science in
Healthcare Innovation (CIP 51.0722)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Healthcare Innovation.

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 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 2024-25 will be at least 22.5, 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 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, start-up success, 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. UAB's Heersink School of Medicine recently received a significant gift to launch a Healthcare Innovation Institute focused explicitly on capacity development to support the healthcare innovation and entrepreneurship ecosystem of Birmingham and Alabama. The gift will enable the institute to recruit world-class specialized faculty to lead the academic healthcare innovation program.
2. The proposed program will leverage relationships with UAB's Collat School of Business and College of Health Professions to support innovation.
3. Given the unique healthcare and biomedical ecosystem in the Birmingham region and UAB's presence in that ecosystem, the program will advance economic development and commercial activity in the City of Birmingham and the State of 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 Alabama at Birmingham proposal, dated June 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 Healthcare Innovation (CIP 51.0722)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
FACULTY	\$30,000	\$120,000	\$300,000	\$450,000	\$450,000	\$500,000	\$525,000	\$2,375,000
STAFF	\$150,000	\$153,000	\$156,060	\$159,181	\$162,365	\$165,612	\$168,924	\$1,115,142
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	\$20,000	\$35,000	\$35,000	\$35,000	\$40,000	\$40,000	\$40,000	\$245,000
TOTAL	\$200,000	\$308,000	\$491,060	\$644,181	\$652,365	\$705,612	\$733,924	\$3,735,142
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
REALLOCATIONS	\$40,000	\$0	\$0	\$0	\$0	\$0	\$0	\$40,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$167,400	\$341,280	\$522,450	\$710,640	\$724,680	\$739,800	\$753,840	\$3,960,090
TOTAL	\$207,400	\$341,280	\$522,450	\$710,640	\$724,680	\$739,800	\$753,840	\$4,000,090
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	5	10	20	20	20	13.3
PART-TIME HEADCOUNT	Year 1 - No data reporting required	10	15	20	20	20	20	17.5
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	20	30	40	40	40	30.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	10	15	20	30	30	30	22.5
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	10	10	15	20	30	30	19.2

Attachment 2

Summary of Background Information

University of Alabama at Birmingham
Master of Science in Healthcare Innovation

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 Healthcare Innovation will provide a rigorous immersion into the nature of healthcare and clinical innovation and the entrepreneurial process. Core content will be coupled with a strong commitment to experiential learning. The program is designed for students with a passion for medical entrepreneurship in for-profit, non-profit, and public sector contexts. The program will include 36 credit hours of online coursework, and students may choose to concentrate in AI in Medicine or Digital Healthcare.

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

1. Derive knowledge in the areas of innovation organization and innovation management including opportunity recognition, risk management, resource leveraging, and business planning in emerging healthcare markets.
2. Expand quantitative and qualitative skills in the use of data gathering and data analysis techniques aimed at defining problems and identifying plausible solutions in healthcare.
3. Develop self-efficacy regarding acting entrepreneurially in new and established healthcare organizations and employing research and analytical skills toward identifying plausible solutions to overcome identified challenges.
4. Produce written and oral communication, developing the ability to conceptualize and communicate complex challenges inherent in the healthcare venture creation process.
5. Generate intellectual and organizational discourse, with first-hand appreciation for the nature of the innovation experience and an increased appreciation for the need to engage in innovative behaviors that reflect high ethical standards, create health related ventures that contribute to societal well-being and give back to the communities that make their ventures possible.
6. Generate applied research that will support building and launching successful healthcare ventures.

Administration: The program will be administered by the Heersink School of Medicine and the Dean's Office, Dr. Anupam Agarwal, Interim Dean and 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). Three institutions submitted responses, with no concerns raised.

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: This program is not duplicative of any other degree programs in the state. Undergraduate degree programs in entrepreneurship currently exist at Alabama A&M University (BS, CIP 52.0701), Auburn University at Montgomery (BSBA, CIP 52.0701), University of Alabama at Birmingham (BS, CIP 52.0701), University of North Alabama (BBA, CIP 52.0701) and Samford University.

Relationship to Existing Coursework: The proposed program will complement the following existing programs at UAB:

- The Collat School of Business offers BS in Entrepreneurship (CIP 52.0701), an MBA with an Entrepreneurship Concentration (CIP 52.0201) and a Graduate Certificate in Technology Commercialization and Entrepreneurship (CIP 52.0201). The Heersink School of Medicine is collaborating with the School of Business in the development and implementation of the proposed program.
- The School of Health Professions offers an undergraduate degree in Healthcare Management and graduate certificates and degrees in Health Services Administration (CIP 51.0701), Healthcare Leadership (CIP 51.0701), Health Informatics (CIP 51.0799), Healthcare Simulation (CIP 30.0601), and Healthcare Quality and Safety (CIP 51.2213). The Heersink School of Medicine is collaborating with faculty and leaders in the School of Health Professions and the Department of Health Services Administration to develop the new degree and find synergies and multi-disciplinary learning across the degree programs.
- The School of Health Professions also offers a Master of Science in Biotechnology (CIP 26.1201) and is planning a rollout of the recently approved PhD in Biotechnology (CIP 26.1201), which focus on how living organisms function at the molecular level.

Collaboration: As noted above, the proposed graduate degree program will build capacity for more partnerships between the Heersink School of Medicine and other UAB schools and colleges. In addition, the School of Medicine works closely with UAB's Harbert Institute for Innovation and Entrepreneurship and its technology transfer and invention disclosure activities. The graduate degree program in healthcare innovation will deepen this partnership via course-based outreach projects with companies who are licensing UAB technologies in the Institute and also provide students with access to real-world technologies for exploring and developing new biomedical ventures. UAB is also open to the possibility of establishing linkages with similar programs nationally.

Admissions: Applicants must satisfy UAB's general admission requirements to the graduate school. Students must maintain an overall GPA greater than/equal to 3.0 to remain in good academic standing in the program. If a student's overall GPA falls below 3.0, they will have two semesters to bring their overall GPA to a 3.0 or better. Students enrolled in previously approved graduate certificate programs may apply and, if accepted, continue in the MS in Healthcare Innovation program.

Mode of Delivery: The program will be delivered 100% online.

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

Credit hours required in program core	15
Credit hours in program concentration	12-15
Credit hours in required or free electives	0-3
Credit hours required in practicum	6
Total credit hours required for completion	36

Students may choose from concentrations in AI in Medicine and Digital Health. If students do not choose a concentration, they will take 33 required credit hours and choose one additional elective. The areas of Digital Health and AI in Medicine align with existing strengths at UAB (Heersink School of Medicine, Informatics Institute, Computer Science, School of Engineering, and Informatics programs in School of Health Professions).

Work-Based Learning: While the program does not require a thesis, the student will be required to complete two practicum courses (HCI 685 and HCI 686) in which they will develop a business plan for an original idea, make a formal pitch to an investor, and launch the business. The student must be able to demonstrate to program faculty that the venture is scalable. Aspects of this requirement can be fulfilled as part of a number of the courses offered within the program. Space will be available within an incubator for students to start their ventures. All students will also maintain an entrepreneurial portfolio, which includes a set of completed innovation-related experiences and projects. Examples of portfolio items include business plans, business models, feasibility projects, consulting engagements, innovation audits,

marketing inventions, technology commercialization plans, patent applications, interviews of leading entrepreneurs, entrepreneurship study abroad projects, and other experiential learning accomplishments.

Specialized Accreditation: There are currently no accreditation agencies that apply to this program as it will be the first of its kind at a School of Medicine.

Industry Need: Compared to many cities in the United States, Birmingham is experiencing significant socioeconomic growth that is fueling a burgeoning healthcare entrepreneurial ecosystem. A strong university healthcare innovation education program is invaluable to such an entrepreneurial environment. UAB is a critical part of such an ecosystem and functions as the epicenter of healthcare education, clinical, research, and outreach activities. In 2018, UAB enrolled 21,923 students, employed over 23,000 individuals, and counted over 120,000 alumni worldwide. Based on a 2017 study, UAB's annual statewide economic impact exceeds \$7.15 billion and supports more than 64,000 jobs – an average of one out of every 31 jobs in Alabama. Given the unique healthcare and biomedical ecosystem in the Birmingham region and UAB's presence in that ecosystem, the proposed program will have strategic advantages. In particular, Birmingham offers unique opportunities for this program to be especially outreach-oriented. This program will represent an investment in the economic development and commercial activity in the City of Birmingham and the state of Alabama. Whereas such an investment is important to socioeconomic environment in a global sense, the UAB graduate degree program in biomedical innovation will be distinct compared to other entrepreneurship programs because it will be tailored to serve the local Birmingham healthcare and biomedical environment.

Moreover, interest in entrepreneurial careers among younger generations in general, and among UAB students, is strong and growing. Finally, university innovation programs are increasing in number on a national level, especially at institutions with an urban presence, like UAB. Labor market research conducted by Hanover found that there is a strong demand for healthcare-related innovators at the state, region, and national levels. The study found a high student demand for healthcare innovation-related master's programs in the United States and a strong labor market for careers related to healthcare innovation (27.2% growth rate).

The UAB Heersink School of Medicine recently received a significant gift to launch a healthcare innovation institute focused explicitly on capacity development to support the healthcare innovation and entrepreneurship ecosystem of Birmingham and Alabama. The gift will enable the institute to recruit world-class specialized faculty to lead the academic Healthcare Innovation program. The MS Healthcare Innovation program will complement existing university and community activities in innovation more generally and in biotechnology.

Student Demand: UAB has identified strong interest in the Healthcare Innovation program from a variety of undergraduate and graduate programs within the university. The new graduate degree will attract students to UAB and help retain them in Alabama as they graduate and enter the Birmingham healthcare and startup ecosystem or relocate elsewhere in the state.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 1

Part-time: 9

Support Faculty—

Full-time: 1

Part-time: 2

Additional Faculty to be hired:

Primary Faculty—

Full-time: 3

Part-time: 3

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

UAB plans to hire three full-time and three part-time faculty members over the first seven years. New faculty will have terminal degrees and teaching experience at the graduate level in Innovation, Entrepreneurship or Health Innovation; Big Data and AI, Computer Science, Informatics; or Digital Technology Management. Given the experiential approach of the program, UAB will also target individuals with significant applied experience as health innovators (e.g., patents, product, or service development) or entrepreneurs (e.g., start-up, successful launch).

Staff: UAB will hire the following staff to support the new program:

- A full-time Program Director who will ensure program goals are met, including oversight of the program, curriculum development, engaging faculty, working with instructors, and coordinating educational activities and required reporting.
- A full-time Student Experience Coordinator who will be responsible for working with the UAB graduate school and with interested parties/applicants/students to coordinate all aspects of the student application, registration, and degree completion process.
- A part-time Administrative Associate to provide administrative support to the team

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: UAB Libraries, including digital resources and access, include the resources necessary for the proposed program.

Other: The program has projected \$245,000 in other costs for student outreach and marketing.

Program Budget: The proposal projects that \$3,735,142 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 \$3,960,090 through tuition and student fees. Internal reallocations of \$40,000 will be required to support the program's start-up costs in Year 1.

Attachment 3

University of Alabama at Birmingham
 Master of Science in Healthcare Innovation

Course Number and Title	Number of Credit Hours	* If New Course
Program Core	15	
HCI 644: Healthcare Innovation & Management	3	
HCI 645: The Organization of Healthcare Innovation	3	
HCI 646: Business Skills & Finance for Healthcare Innovation	3	
HCI 647: Healthcare Innovation Metrics & Assessment	3	
HCI 648: New Technologies & Healthcare	3	
General Concentration <i>(Students choose one concentration area.)</i>	15	
HCI 642: Leadership & Ethics in Digital Health	3	
HCI 649: Design Thinking in Healthcare	3	*
HCI 650: Making Healthcare Markets	3	*
HI 657: Human Centered Research Design Methods for Healthcare	3	
Approved Elective	3	
Digital Health Concentration	15	
HCI 641: Foundations of Digital Health	3	
HCI 642: Leadership & Ethics in Digital Health	3	
HCI 620: Security and Privacy in Healthcare	3	
HI 657: Human Centered Research Design Methods for Healthcare	3	
HI 643: Special Topics for Digital Health	3	
AI in Medicine Concentration	15	
HCI 613: Leadership & Ethics in Digital Healthcare	3	
HCI 611: Foundations of AI in Medicine	3	
HCI 620: Security and Privacy in Healthcare	3	
HI 612: Applications of AI in Medicine	3	
HI 614: Integration of AI in Clinical Workflow	3	
Required Practicum	6	
HCI 685: Healthcare Innovation Practicum I	3	* WBL
HCI 686: Healthcare Innovation Practicum II	3	* WBL
Total Credit Hours for MS Degree:	36	

WBL: Indicates the course includes work-based learning.

DECISION ITEM: I-7

University of Montevallo, Doctor of Education in Educational Leadership (CIP 13.0401)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Doctor of Education (EdD) in Educational Leadership.

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

Implementation Date: The proposed program will be implemented in Fall 2025. Based on Commission policy, the proposed program must be implemented by January 1, 2027, 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 2026-27 will be at least 7.3, based on the proposal.
2. That the annual average number of graduates for the period 2028-29 through 2031-32 (four-year average) will be 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the EdD program will be included successfully within the next CAEP reaccreditation review for the College of Education and Human Development.
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.

University of Montevallo (UM) 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, 2032.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed program would become the first practice-focused doctorate offered by UM and fits within the University's remit to offer "professional programs supported by a broad base of arts and sciences."
2. The proposed EdD will extend UM's offerings in Educational Leadership to the doctoral level. UM's existing MEd in Educational Leadership (CIP 13.0401) and related EdS offerings (Teacher Leadership CIP 13.0101 and Instructional Leadership CIP 13.0401) have demonstrated strong enrollment and completion numbers.
3. The proposed program is designed to prepare graduates for employment as Elementary and Secondary Education Administrators (SOC 11-9032), which appear on the 2023.
4. 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 Montevallo proposal, dated June 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 Montevallo								
PROGRAM: Doctor of Education in Educational Leadership (CIP 13.0401)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$0	\$77,000	\$78,540	\$80,111	\$81,713	\$83,347	\$85,014	\$485,725
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$0	\$2,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$3,150	\$3,150	\$3,150	\$3,150	\$3,150	\$3,150	\$3,150	\$22,050
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$7,200
TOTAL	\$3,150	\$82,350	\$83,890	\$84,461	\$86,063	\$87,697	\$89,364	\$516,975
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$18,468	\$55,404	\$110,808	\$147,744	\$166,212	\$147,744	\$129,276	\$775,656
TOTAL	\$18,468	\$55,404	\$110,808	\$147,744	\$166,212	\$147,744	\$129,276	\$775,656
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
PART-TIME HEADCOUNT	Year 1 - No data reporting required	6	12	16	18	16	14	13.7
TOTAL HEADCOUNT	Year 1 - No data reporting required	6	12	16	18	16	14	13.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	4	6	6	8	10	10	7.3
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	4	6	6	8	6

Attachment 2

Summary of Background Information

University of Montevallo
Doctor of Education in Educational Leadership

Instructional Role: The proposed program is at a higher level than the instructional role currently recognized for the University of Montevallo (UM), which the Commission recognizes as an Education Specialist-Granting Institution. The proposed program would become the first practice-focused doctorate offered by UM and fits within the University's remit to offer "professional programs supported by a broad base of arts and sciences" (*Code of Alabama 1975*, §16-54-3). In order to implement the program, UM must be approved for a substantive change by the Southern Association on Colleges and Schools Commission on Colleges (SACSCOC).

Program Description: The proposed EdD in Educational Leadership is an innovative inquiry-based program designed to focus on issues specific to the educational needs of underserved populations. Curriculum will focus on problems and issues regarding educational leadership and prepare individuals to engage democratic leadership and educational services to foster equity and inclusive excellence. The program will link theory with systematic inquiry in the exploration of ethical leadership, strategies for developing organizational culture, approaches for shaping policy and practice, and building capacity to lead change across organizations.

Student Learning Outcomes: Learning outcomes of the EdD in Educational Leadership include the following abilities:

1. Identify proven methods to apply leadership theory to shape policy and practice and build capacity to lead change across an organization;
2. Examine and apply understanding of applied research methodologies and to engage research in education.
3. Analyze educational policies and practices that promote equitable education reform;
4. Apply organizational theories and dimensions of inquiry to address complex problems of practice and implement multiple frameworks to develop sustainable innovations and solutions for change;
5. Develop and foster skills, competencies, and strategies to promote leadership practices that support diverse students, underserved rural and urban populations, and shifting demographics.

Administration: The program will be administered by the College of Education and Human Development, Dr. Donna Ploessl, Dean; and the Department of Teaching, Leadership and Technology, Dr. Cassie Raulston, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Five institutions submitted responses to the proposed program, three of which offered support for the program, while two suggested that student demand may be limited due to existing programs.

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer similar EdD programs:

- Alabama State University, EdD in Education Leadership, Policy, and Law (CIP 13.0401)
- Jacksonville State University, EdD in Educational Leadership (CIP 13.0401)
- University of Alabama, EdD in Educational Leadership (CIP 13.0401)

- University of South Alabama, EdD in Educational Leadership (CIP 13.0401)
- University of West Alabama, EdD in Rural Education (CIP 13.9999)

UM's primary student population will be teachers and administrators from the immediate service area and should not, therefore, compete with those offered at other institutions. The University of Montevallo is also uniquely situated to serve urban and rural communities, providing a nuanced focus to prepares school leaders to improve learning outcomes in underserved and historically underperforming schools.

Relationship to Existing Coursework: The creation of the EdD will be supported by the core courses in UM's Education Specialist (EdS) programs in Instructional Leadership (CIP 13.0401) and Teacher Leadership (CIP 13.0101). The themes in the core courses (EDL 645, EDL 648, EDL 606, and EDL 612) align with leadership practices. Eight new courses are being developed to support doctoral-level study, including in research and statistical methods.

Collaboration: UM welcomes the opportunity to work with other institutions and will reach out to other experts in the field to support dissertation committees and offer diverse perspectives for student research as needed.

Admissions: Applicants must have earned a master's degree from an accredited four-year institution to be considered for admission.

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

Curriculum: The College plans to develop eight new courses for the proposed program, which will support the core EdD curriculum and advanced research methods training.

Program Completion Requirements:	
Credit hours required in program core courses	27
Credit hours required in support courses	9
Credit hours in program electives	12
Credit hours in required research/ practicum	12
Total credit hours required for completion	60

The proposed EdD has two special curricular requirements for program completion: (a) comprehensive examination and (b) dissertation. A written comprehensive exam is required of all students in the program. The exam will be offered each semester and is designed to assess students' ability to synthesize content and skills, as well as best practices in research, acquired during the program. The exam is designed, administered, and assessed by program faculty. The exam must be passed unconditionally before students can defend their dissertation proposal. Prior to taking the exam, students must have completed 42 of the 48 required core, research, and elective hours in the program, not including the 12 required dissertation hours.

All doctoral candidates are required to complete a dissertation to demonstrate their ability to conduct independent research, as well as mastery of writing and oral presentation, related to a particular topic in the field. The dissertation must be approved by the dissertation committee, which is comprised of a minimum of four members, three of whom must be full-time faculty members at UM in the College of Education and Human Development, and contribute to scholarship in the field. A final oral defense of the dissertation is the culminating experience of the program. A minimum of 12 hours of dissertation credit must be completed.

Accreditation: This program will be reviewed by the Council for the Accreditation of Educator Preparation (CAEP) during the next reaccreditation cycle. UM's graduate programs are currently fully accredited through CAEP until December 2029.

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

- 1) Education Administrators, Elementary and Secondary (SOC 11-9032, appears on the 2023 Statewide In-Demand Occupations List)
- 2) Education and Childcare Administrators, Preschool and Daycare (SOC 11-9031)
- 3) Education Administrators, All Others (SOC 11-9039)

Terminal degrees in educational administration or related fields is rapidly becoming an expectation for candidates seeking building-level or district school leadership (SOC 11- 9032) roles. The 2023 Statewide List of In-Demand Occupations indicates that Alabama experiences an average annual job opening of 270 for “Education Administrators, Elementary & Secondary.” Moreover, Alabama achievement data and school reporting consistently show how rural and urban schools perform lower than their suburban counterparts. Currently, Alabama is seeking to improve national rankings on the NAEP and improve public perception of school efficacy. This program couples occupational demand with student learning priorities by providing prospective and practicing school leaders the knowledge, skills, and dispositions necessary to structure more equitable opportunities to learn in underperforming rural and urban districts, thereby improving student learning outcomes. This aligns with the intent of recent policy including the Alabama Literacy Act (2019) and Alabama Numeracy Act (2022).

Strategic Benefit: The proposed EdD in Educational Leadership builds upon UM's history of and experience with educator preparation, as well as with innovation and transformation in the field of education. The proposed program is primarily intended to serve educators currently working in the central part of the state between Birmingham and Montgomery, with a particular focus on advancing leadership within underserved and underperforming districts. This focus aligns with the new statewide initiative to support “Turnaround Schools.”

Student Demand: Students in UM's EdS programs could naturally flow into the proposed EdD for more in-depth study. In addition, students pursuing the EdS in Instructional Technology (CIP 13.0501) would also be candidates for this degree, as the Instructional Technology EdS students take two electives from either the Instructional Leadership or Teacher Leadership programs in their coursework and study issues of leadership and equity from the lens of a technology leader. Additionally, there are viable opportunities for recruitment from alumni in other advanced programs in the College of Education and Human Development (CEHD), such as the Master's in Instructional Leadership, the Reduced Hour Option certification program, the Alternative Master's Program, the Professional Educator Master's program, and the Master's in School Counseling.

Current graduate students at UM (n=44) and graduate alumni (n=19) were surveyed to determine program interest. Questions included, but were not limited to the following topics, (1) level of educational attainment; (2) program interest; (3) anticipated start dates; (4) foundation for interest (i.e., salary increase, academic growth, career advancement, et al); (5) institutional value as it relates to instruction, affordability, etc.; and (6) career goals. Almost 41% of current students (n=18) reported that they are “very likely to apply and actively researching options for a doctoral program.”; Almost 48% (n=21) indicated that they are “considering a doctorate but have not done much research.” Among alumni, almost 58% (n=11) reported that they are “very likely to apply and actively researching options for a doctoral program.” Survey data yield that there is considerable interest among current graduate students and graduate alumni for an EdD in Educational Leadership. Given the conservative enrollment projections, the program expects the admission process to be highly selective.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 8

Part-time: 0

Support Faculty—

Full-time: 11
Part-time: 2

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

UM will hire one new full-time faculty member with a terminal degree in Educational Research or a related field (emphasis on Qualitative or Mixed Methods).

Staff: The Office of Graduate Studies will support admissions and administration of the proposed program. The Office of Graduate Studies is currently staffed by a Director, Program Coordinator, Graduate Recruiter, and Administrative Assistant. The Director of Graduate Studies reports to the Office of Provost and Senior Vice President for Academic Affairs. The percentage of FTE allocated to the program will be 25%.

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: Carmichael library has adequate resources to support the proposed degree. The library's monograph and serial holdings, supplemented by interlibrary loan to fill in any gaps in the collection, meet the needs of education students and faculty. In addition to a strong historical and current education collection, the library also has a strong peace and justice studies collection that supports the multicultural education and educational leadership aspects of this new degree. The faculty actively select appropriate resources for their pedagogical and curricular needs. A strong partnership between the faculty teaching EdD courses and the library faculty with regard to collection development and budget allocation spending will be essential. This collaboration would help grow the collection to meet the needs of students and faculty in the EdD curriculum and serve to elevate the level of education collection support from masters to doctorate. To better support advanced graduate study in educational leadership, Carmichael Library will add an additional database to enhance access to scholarly educational content (specifically, a subscription to EBSCO's Education Full Text is \$3,150 per year and will add access to over 500 full-text journals).

Other: UM has projected \$7,200 for the estimated increase in annual dues required by the Council for the Accreditation of Educator Preparation (CAEP) based on enrollment increases.

Program Budget: Over the first seven years, the program will require estimated new funds of \$516,975 and is expected to generate \$775,656 through tuition.

Attachment 3

University of Montevallo
 Doctor of Education in Educational Leadership

Course Number and Title	Number of Credit Hours	* If New Course
Educational Leadership Core	27	
EDL XXX: Critical Pedagogical Studies	3	*
EDL XXX: Ethical Leadership	3	*
EDL XXX: Leading Organizational Change	3	*
EDL XXX: Philosophies of Inquiry	3	*
EDL XXX: Restorative Leadership Practices	3	*
EDL 606: Leading Learning through Mentoring and Prof Devt	3	
EDL 612: Strengthening Community Relations through Restorative Leadership	3	
EDL 645: Data Driven Models for Curriculum Development & Assessment	3	
EDL 648: Leadership for Equity and Social Justice	3	
Advanced Research and Statistical Methods	9	
EDL XXX: Critical Research in Education	3	*
EDL XXX: Qualitative Methods	3	*
EDL XXX: Quantitative Methods	3	*
Electives (select four courses)	12	
EDL 605: Adv. Fiscal & Organizational Mgmt. for Instructional Leadership	3	
EDL 640: Strategic Planning & Analysis for Current & Evolving Issues in Educational Contexts	3	
EDL 643: School Climate	3	
EDL 644: Legal & Ethical Dimensions of IL	3	
EDL 690: Teacher Leadership for the 21st Century	3	
ED 621: Instructional Technology Leadership and Management	3	
ED 629: Survey of Instructional Technology Leadership	3	
EDF 620: Social and Multicultural Foundations	3	
EDF 630: Advanced Educational Psychology	3	
EDF 631: Problems and Issues in Education	3	
Dissertation Hours	12	
Total Hours Required for Degree	60	

DECISION ITEM: I-8a

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

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science (BS) in Instructional Technology and Design.

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

Implementation Date: The proposed program will be implemented in Fall 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 10, based on the proposal.
2. That the annual average number of graduates for the period 2025-26 through 2030-2031 (six-year average) will be 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 progress into a graduate program.

The University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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. This program will fulfill a strong demand for entry-level positions in instructional design, corporate training, and digital design. North Alabama, Huntsville in particular, attracts a variety of IT talent, making it one of the best places to live for technology professionals.
2. The proposed program will extend UNA's offerings in Instructional Design and Technology down to the undergraduate level. Its existing online Master of Science in Instructional Technology and Design (CIP 13.0501) has experienced a high level of growth since its launch in Fall 2021.
3. The proposal includes three letters of support from potential employers in North Alabama: CVS Health, Ferguson Consulting, and Beast Code software company.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of North Alabama proposal, with subsequent revisions, dated June 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 North Alabama								
PROGRAM: Bachelor of Science in Instructional Technology and Design (CIP 13.0501)								
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 + FEES	\$0	\$72,000	\$96,000	\$120,000	\$144,000	\$168,000	\$192,000	\$792,000
TOTAL	\$0	\$72,000	\$96,000	\$120,000	\$144,000	\$168,000	\$192,000	\$792,000
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	14	16	18	20	21	24	18.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	2	2	2	2	2	2
TOTAL HEADCOUNT	Year 1 - No data reporting required	16	18	20	22	23	26	20.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	8	9	9	11	11	12	10
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	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	0	6	7	8	9	7.5

Attachment 2

Summary of Background Information

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

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

Program Description: The online BS in Instructional Technology and Design (BSITD) will prepare students to step directly into front-line instructional technology and design roles in a wide variety of corporate, industry, and educational settings. Most entry-level instructional technology and design positions have a strong preference for an undergraduate degree, but there are very few offerings across the country. This program will assist students in developing foundational skills related to the instructional design process. Students will be exposed to coursework focusing instructional design processes and best practices. They will learn to analyze, apply, and evaluate strategies and technologies that assist the way organizations function in the present and future.

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

1. Analyze performance problems systematically by applying foundational instructional design principles.
2. Develop performance improvement goals based on analysis of data and desired outcomes.
3. Design digital instructional and non-instructional training interventions for performance problems.
4. Develop strategies for implementation and evaluation of performance solutions.

Administration: The program will be administered by the College of Education and Human Sciences, Dr. J. Matthew Green, Interim Dean; and the Department of Teaching, Learning, and Leadership, Dr. Felecia Harris, Interim Chair.

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

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed BSITD would be the only undergraduate degree program in the Academic Program Inventory focused on instructional design and technology. In 2018, the University of South Alabama closed its bachelor's degree program in a similar area (Instructional Design and Performance Improvement, CIP 13.9999). Several Alabama institutions offer related programs at the graduate level, and Athens State University now offers three related short-term certificates at the undergraduate level (STC in Educational Technology, CIP 13.0501; STC in Instructional Technology, CIP 13.0501; and STC in Instructional Design, CIP 13.9999).

Within the SREB region, five universities offer related undergraduate programs:

- Asbury University, Wilmore, Kentucky: BA in Instructional Design
- Louisiana State University, Baton Rouge, Louisiana: BS in Learning Experience & Instructional Design
- Midwestern State University, Wichita Falls, Texas: BSE in Instructional Design & Technology
- Mississippi State University, Mississippi State, Mississippi: BS in Information Technology Services

- University of West Florida, Pensacola, Florida: BS in Instructional Design & Technology

Relationship to Existing Coursework: UNA currently offers an online MS in Instructional Technology and Design (CIP 13.0501). The proposed program will extend UNA's offerings in Instructional Design and Technology down to the undergraduate level. Students within the proposed BSITD program will complete courses in Digital Media offered within the BFA in Art (CIP 50.0701).

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

Admissions: There are no special requirements for the BS in Instructional Technology and Design other than the standard UNA admissions requirements and successful completion of prerequisite coursework.

Mode of Delivery: The proposed program will be delivered 100% online.

Curriculum: UNA plans to develop 12 new courses for the program, which will be delivered in rotation. Students will have the option to complete a minor in Digital Media or Project Management.

Program Completion Requirements:

Credit hours required in program courses	36
Credit hours in general education or core curriculum	41
Credit hours required in support courses	25
Credit hours in required or free electives	18
Credit hours required in required research	0
Total credit hours required for completion	120

Specialized Accreditation and Professional Certification: There is no specialized accreditation available for this program. No licensure is required for entry-level employment in Instructional Technology and Design. This program is not designed to lead to educator certification in Alabama.

Industry Need: The proposed BS in Instructional Technology and Design is designed to prepare graduates for employment in the following occupations:

- 1) Training and Development Specialist (SOC 13-1151, included on In-Demand Occupations List)
- 2) Training and Development Managers (SOC 11-3131)
- 3) Instructional Coordinators (SOC 25-9031, included on In-Demand Occupations List)

The program proposal includes three letters of support attesting to the need for this program, including CVS Health, Ferguson Consulting, and Beast Code (a local software company). Following the COVID-19 pandemic, a large proportion of the U.S. workforce has remained in hybrid and/or remote formats, resulting in a tremendous increase in demand for individuals trained in Instructional Technology and Design. According to the Bureau of Labor Statistics, projected growth is strong and outpaces the regional and national labor markets. Current projected growth in related occupations in the region over the next eight years is 10% or more, and this percentage is well above the regional labor market average of 7%.

Student Demand: UNA has experienced a high level of growth within the online Master of Science in Instructional Technology and Design (MSITD) program, which was launched in Fall 2021. The program began with seventeen students and had seventeen graduates by the end of the second year. The program also exceeded the five-year enrollment projections within the second semester and approximately 42 percent of newly enrolled MSITD students are located outside of Alabama and UNA's region.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 3
Part-time: 2

Support Faculty—
Full-time: 4
Part-time: 0

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

UNA has sufficient existing faculty to support this program, and new coursework will be cycled into existing faculty loads.

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

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

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

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

Library: The UNA Collier Library's local collection and current subscriptions has adequate holdings to support the proposed BS in Instructional Technology and Design.

Program Budget: The proposal projects that no 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 \$792,000 through tuition and student fees.

Attachment 3

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

Course Number and Title	Number of Credit Hours	* If New Course
General Education Coursework	41	
Area I: Written Composition [EN 111(3) & EN112 (3)]	6	
Area II: Human & Fine Arts [Oral Communications (3); Fine Arts (3); Literature (3-6); Humanities (0-3)	12	
Area III: Natural Sciences (8) & Mathematics (3)	11	
Area IV: History (6) Social & Behavioral Sciences [PY201: General Psychology (3); PY250: Socio-Cultural Perspectives on Diversity (3)]	12	
Foundation and Development Support Coursework	25	
First Year Experience	1	
CS 135 –Computer Skills for Problem Solving	3	
PY 385 Cognitive Psychology	3	
MG 331 - Leadership and Organizational Behavior	3	
AR 231: Design I	3	
AR 347: Digital Media I	3	
AR 348: Digital Media II	3	
AR 462: Advanced Digital Media-Web	3	
AR 464: Advanced Digital Media - Video	3	
Major Coursework	36	
ITD 201: Introduction to Instructional & Performance Technology	3	*
ITD 205: Digital Literacy	3	*
ITD 301: Human Performance Technology	3	*
ITD 302: Instructional Design Principles	3	*
ITD 312W: Performance Analysis	3	*
ITD 322: Foundations of UX/UI & Quality Assurance	3	*
ITD 332: Learning Theories & Strategies	3	*
ITD 392: Multimedia Design & Accessibility	3	*
ITD 422: Systems Thinking	3	*
ITD 495: Internship	3	*
ITD 497: ITD Capstone	3	*
ITD 499: Special Topics	3	*
Electives	18	
<i>Recommended for students wishing to complete a Minor in Digital Media (or select one 300/400 elective)</i>	3	
<i>Recommended for students wishing to complete a Minor in Project Management (or 12 hours of 300/400 electives for students not completing minor)</i>	15	
Total Credit Hours for BS Degree:	120	

DECISION ITEM: I-8b

University of North Alabama, Bachelor of Engineering in Engineering (CIP 14.0101)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Engineering (BEng) in Engineering.

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 10, based on the proposal.
2. That the annual average number of graduates for the period 2027-28 through 2030-31 (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 existing BS in Engineering Technology (CIP 15.0000) will continue to meet minimum viability standards for its degree level, 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 graduates' employment and acceptance into related graduate programs.

The University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 BEng is designed to meet requirements for specialized accreditation through the Accreditation Board for Engineering and Technology, and if approved, it will be one of two interdisciplinary Engineering programs offered at the undergraduate level in Alabama.
2. The proposed BEng will be supported, in part, by faculty and resources that are associated with UNA's current BS in Engineering Technology program (CIP 15.0000), which will significantly reduce start-up costs.
3. The program proposal includes letters of support from potential employers, including Hago Automotive, ADS Manufacturing, G&G Steel, Lockheed-Martin, North American Lighting, Nitricity, and OxyChem.
4. The proposed program will help meet industry demands for engineers across multiple sectors, many of which appear on the Regional and Statewide In-Demand Occupations Lists.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of North Alabama proposal, dated June 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: University of North Alabama								
PROGRAM: Bachelor of Engineering in Engineering (CIP 14.0101)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	\$157,984	\$157,984	\$157,984	\$157,984	\$157,984	\$157,984	\$168,484	\$1,116,388
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	\$1,100	\$14,800	\$0	\$1,600	\$1,600	\$19,100
TOTAL	\$157,984	\$157,984	\$159,084	\$172,784	\$157,984	\$159,584	\$170,084	\$1,135,488
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	\$75,000	\$0	\$0	\$0	\$0	\$0	\$0	\$75,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$84,000	\$174,000	\$204,000	\$228,000	\$252,000	\$264,000	\$300,000	\$1,506,000
TOTAL	\$159,000	\$174,000	\$204,000	\$228,000	\$252,000	\$264,000	\$300,000	\$1,581,000
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	14	16	18	20	21	24	18.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	1	2	2	2	2	2	1.8
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	18	20	22	23	26	20.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	8	9	9	11	11	12	10
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	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	0	6	7	8	9	7.5

Attachment 2

Summary of Background Information

Bachelor of Engineering in Engineering
University of North Alabama

Role: The proposed program is within the instructional role recognized for the University of North Alabama (UNA). Given the new coursework being added in the discipline of Engineering, UNA must notify its accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), of this substantive change prior to implementation.

Program Description: The proposed BEng in Engineering will prepare students to step directly into front-line engineering roles in a wide variety of growing manufacturing sectors in and surrounding the north Alabama region. Many entry-level engineering positions in industrial/manufacturing environments have a strong preference for an undergraduate engineering degree but not a strong preference for a particular specialization. With an emphasis on acquiring industry standard skills and preparing students to become licensed Professional Engineers in the state, graduates will be well prepared to enter the workforce or continue their education in a related graduate degree program. The proposed 120-credit hour degree is designed to meet specialized accreditation requirements in the field of Engineering and will provide students with the opportunity to complete certificate coursework in two of the following disciplines: Biological Engineering, Chemical Engineering, Power Generation Engineering, Manufacturing Engineering, and Engineering Management.

Student Learning Outcomes: Learning outcomes of the BEng in 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.
5. Communicate effectively with a range of audiences.
3. 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.
4. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
5. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
6. Acquire and apply new knowledge as needed, using appropriate learning strategies.

Administration: The program will be administered by the College of Arts, Sciences, and Engineering, Dr. Ryan Zayac, Interim Dean; and the Department of Engineering and Industrial Professions, Dr. Jonathan Sullivan, 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 revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The University of Alabama at Birmingham (UAB) offers a related interdisciplinary degree at the undergraduate level (BSE in Engineering Design, CIP 14.0101). Other state institutions offer undergraduate degrees focused on specific engineering disciplines. At the master's level, Auburn University, UAB, and the University of Alabama in Huntsville offer related degrees at CIP 14.0101.

Relationship to Existing Programs: The proposed Bachelor of Engineering will be supported, in part, by the faculty and resources that are associated with UNA's current BS in Engineering Technology program (CIP 15.0000). To prevent unnecessary duplication, the Chemical Engineering Technology and Bioengineering Technology options in the current BS in Engineering Technology (BSET) program will be taught out and their resources allocated to the BEng program. The remaining two options in the BSET, Electro-mechanical and Power Generation, will continue to be offered. As the Electro-mechanical Engineering Technology option is the most popular (N=81), UNA does not anticipate any issues regarding viability of the existing BSET following the launch of the BEng degree.

Collaboration: UNA plans to work with local high schools, as well as community colleges throughout the region. UNA is also open to exploring collaborations with other postsecondary institutions in the future.

Specialized Accreditation and Professional Licensure: UNA intends to seek accreditation for the program through the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET). Accreditation by EAC-ABET will qualify the program to satisfy the educational requirements for licensure as a Professional Engineer in Alabama. The curriculum is designed to prepare students to pass the Fundamentals of Engineering exam (the first of two exams required for licensure as a Professional Engineer in Alabama). Graduates will need to gain at least four years of experience before seeking licensure through the Alabama Board for Engineers and Land Surveyors.

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

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

Curriculum: UNA plans to develop 31 new courses for the proposed program.

Program Completion Requirements:	
Credit hours required in program core courses	26
Credit hours in general education	42
Credit hours in support courses	21-23
Credit hours in program electives	24
Credit hours in free electives	5-7
Total credit hours required for completion	120

As part of the Bachelor of Engineering curriculum, students will need to demonstrate their industry-validated skills by obtaining embedded certifications. Some examples of these certifications are the SACH Safety Certificates, which provide training on safety measures for processes and equipment. Students can also acquire the Six Sigma Certificate(s), which will be integrated into the Engineering Management courses. The program will also cover topics included in the Fundamentals of Engineering Exam (FE) to prepare graduates for licensure if they choose to pursue it.

To complete the 24 credit hours of program electives, students are encouraged to complete two of the following certificates in Engineering disciplines:

- **Certificate in Chemical Engineering:** Upon completion of this certification, students will be equipped with the necessary skills to pursue careers as process or production engineers in various chemical industries, including petroleum, paper, detergents, plastics, and rubber. Additionally, students will possess the knowledge to evaluate and design chemical equipment and processes.

- **Certificate in Biological Engineering:** After finishing this certification, individuals will be equipped to enter the competitive job market in biological industries, including pharmaceuticals, bio-based materials, environmental conservation, renewable energy, and food and beverage production.
- **Certificate in Manufacturing Engineering:** Upon completion of this certification, students will be equipped with the necessary skills to pursue careers in factories or production plants. They will have learned how to evaluate and design efficient systems, processes, and machines.
- **Certificate in Power Generation Engineering:** After finishing this certification program, students will possess the essential skills and knowledge needed for successful careers in the energy industry. This rapidly growing sector encompasses traditional power industries and various alternative energy fields like solar, wind, hydro, and nuclear power.
- **Certificate in Engineering Management:** Upon completion of this certificate program, students will have acquired a broad set of skills and knowledge in engineering and business management. They will be equipped to make technical and economic decisions related to process optimization, plant operations, and product development.

Work-Based Learning: Although no work-based or experiential learning components (excluding required laboratory classes) are required to complete the program, a variety of industry-oriented opportunities will be available to students including annual career fairs, the required Engineering Industry Seminar (featuring invited speakers from regional industries), and the Senior Capstone course sequence (where student teams manage and execute an industry-related project).

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

- Bioengineers and Biomedical Engineers (SOC 17-2031)
- Chemical Engineers (SOC 17-2041)
- Industrial Engineers (SOC 17-2112, appears on the Statewide In-Demand Occupations List)
- Project Management Specialist (SOC 13-1082)
- Energy Engineers (SOC 17-2199)

Based on data from the Alabama Department of Labor's Labor Market Information Division, the above occupations are projected to have an average of 865 annual job openings and offer a median starting salary of \$72,609. The In-Demand Occupations for Region 1 (North Alabama) include multiple engineering careers, such as Electrical, Aerospace, Mechanical, Architectural & Engineering Managers, and Industrial Engineers. Notably, engineers also rank high on the ACCCP Top 40 Statewide In-Demand Occupations List. According to the Bureau of Labor Statistics, Engineering Occupations (National Employment Matrix Code 17-2000) are predicted to experience a 5.1% rise between 2021-2031. In 2021, there were 1,699,600 engineering roles available. These figures indicate a strong growth and demand for engineers, not only on a local level, but also at state and national levels.

Student Demand: As noted above, UNA plans to shift resources from the BSET Chemical Engineering Technology and Bioengineering Technology options to the new BEng. Currently, those options currently enroll 35 students, who will be taught-out under the existing curriculum. UNA anticipates that both options will see increased growth under the BEng structure.

Further evidence of student demand for the program was obtained via a student interest survey, administered through Qualtrics web-based software in May 2023. The survey was distributed to STEM high school teachers at five area schools, including a county career and technical program school, who were asked to share the survey with their grade 9-12 students. Two hundred and sixty-one (N = 261) students completed the survey, with 33% of respondents (85 of 261) indicating that they were somewhat/very interested in pursuing a Bachelor of Engineering degree at UNA. Regional employers were also

asked to complete the survey. Twenty-four (N = 24) companies responded, with 11 (45%) of them indicating that this new degree program would produce graduates that would directly benefit their company. The remaining 13 companies responded that the degree program may be of benefit to them.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 2

Part-time: 0

Support Faculty—

Full-time: 1

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

UNA plans to hire one new full-time faculty member and two part-time faculty members to support the proposed program. The new full-time primary faculty member will coordinate and teach the coursework for the Manufacturing Engineering certificate program and will contribute to the general degree teaching load as required. The preferred qualifications for this position include a PhD in Manufacturing Engineering (or closely related field), industry experience as an engineer (or manager) in a modern manufacturing environment, and teaching experience above the secondary level.

The two new part-time faculty members will teach coursework related to the Engineering Management certificate program and will contribute to the general Bachelor of Engineering teaching load as required. The preferred qualifications for these positions include a PhD in Engineering Management (or closely related field), extensive experience as a manager/supervisor of engineers or engineering processes in a modern manufacturing or industrial environment, and teaching experience above the secondary level.

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. The Department of Engineering and Industrial Professions currently has the necessary equipment and facilities to support the implementation of the proposed BEng program. UNA will utilize both existing resources and newly acquired equipment that was purchased as part of the recently approved BSET Power Generation option and AS in Mechatronics (CIP 15.0613) program. This will ensure that students receive practical and hands-on training using state-of-the-art tools and technologies. UNA is in the process of designing and securing funding for a dedicated engineering building. Working with Congressman Aderholt, the College currently has \$18 million dollars dedicated to the construction and development of the new facility, with additional funds anticipated from city and regional partners. As UNA is several years out from completion, cost of the construction is not included within the expenditures for the proposed program.

Library: UNA's collection, electronic access, and interlibrary loan possibilities provide excellent resources for the BEng program. The faculty is satisfied with the capability "Science Direct" provides in accessing periodicals, and EBSCO Discovery integrates electronic database and library catalog records in an interface designed for power searching. Finally, the BrowZine capability has an

engineering tab which lists and provides access to volumes of periodical titles and the library has provided curriculum relevant books free of charge to assist the faculty in building their discipline specific resources.

Other: Costs associated with EAC-ABET accreditation are estimated at \$15,900, including a Readiness Review (\$1,100) and Program Review (\$3,700 base fee + \$11,100 for program evaluators).

Program Budget: The proposal projects that \$1,135,488 in new funds will be required to support the proposed program over the first seven years. It will be supported by \$75,000 in reallocations in Year 1 and is expected to generate \$1,506,000 through tuition and fees.

Attachment 3

University of North Alabama
 Bachelor of Engineering in Engineering

Course Number and Title	Number of Credit Hours	*If New Course
General Education Courses	42	
EN 111 – First Year Composition I	3	
EN 112 – First Year Composition II	3	
COM 201 – Fundamentals of Speech	3	
PHL 250 – Business Ethics -OR- PHL 205 - Ethics	3	
Literature elective	3	
Fine arts elective	3	
MA 125 – Calculus I	4	
Natural science sequence (BI, CH, PH)	8	
History sequence	6	
Social and behavioral science electives	6	
Support Courses	21-23	
MA 126 – Calculus II	4	
MA 227 – Calculus III	4	
MA 345 – Applied Statistics I	3	
MA 355 – Differential Equations	3	
Natural science elective (BI, CH, PH)	4	
Advanced elective (BI 307, CH 311, ET 320, or MG 331)	3-5	
Program Core Courses	26	
EG 101 – Engineering Profession	2	*
EG 110 – Engineering Documentation	2	*
EG 120 – Engineering Problem Solving	3	*
EG 130 – Engineering Instrumentation	2	*
EG 202 – Engineering Materials	3	*
EG 205 – Engineering Industry Seminar	1	*
EG 302 – Engineering Economics	3	*
EG 305 – Engineering Thermodynamics	3	*
EG 390 – Engineering Safety	3	*
EG 494 – Engineering Capstone I	1	*
EG 495 – Engineering Capstone II	3	*
Program Electives (BIEG, CHEG, EG, ENMF, PWE, MGEG) <i>Students are encouraged to choose two from related certificates listed below.</i>	24	
Free electives	5-7	
Total Hours Required for Degree	120	

Certificate Engineering Elective Options	Number of Credit Hours	* If New Course
Biological Engineering Certificate		
BIEG 230 – Fundamentals of Biological Engineering	2	*
BIEG 330 – Bioprocess Engineering	4	*
BIEG 340 - Biomaterials	3	*
BIEG 430 - Bioreactor Design	3	*
Chemical Engineering Certificate		
CHEG 210 – Chemical Process Calculations	3	*
CHEG 310 – Chemical Thermodynamics and Reactions	4	*
CHEG 320 – Unit Operations I	1	*
CHEG 410 – Separations Engineering	3	*
CHEG 420 – Unit Operations II	1	*
Manufacturing Engineering Certificate		
ENMF 250 – Manufacturing Systems and Processes	3	*
ENMF 350 – Quality Control	3	*
ENMF 360 – CAD/CAM for Manufacturing	3	*
ENMF 450 – Manufacturing Automation and Robotics	3	*
Engineering Management Certificate		
MGEG 270 – Introduction to Engineering Management	3	*
MGEG 380 – Engineering Project Management	3	*
Power Generation Engineering Certificate		
PWEG 240 – Fundamentals of Commercial Power Generation	2	*
PWEG 345 – Power Plant Equipment and Systems	4	*
PWEG 355 – Transmission, Distribution, and Grid Systems	3	*
PWEG 440 – Electric Power Reliability and Maintenance	4	*

DECISION ITEM: I-8c

University of North Alabama, Bachelor of Business
Administration in Human Resource Management (CIP 52.1001)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Business Administration (BBA) in Human Resource Management.

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

Implementation Date: The proposed program will be implemented in 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.

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 22, based on the proposal.
2. That the annual average number of graduates for the period 2025-26 through 2030-2031 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the existing BBA in Professional Management (CIP 52.0201) maintain viability based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and/or progress into a graduate program.

The University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 BBA Human Resource Management will prepare graduates for employment as HR Managers, HR Specialists, and Training and Development Specialists, occupations that are included on the 2023 Statewide In-Demand List.
2. The proposed program builds upon an existing concentration in Human Resource Management within the BBA in Professional Management (CIP 52.0201) and therefore will require minimal new resources to deliver.
3. The proposal includes 4 letters of support from Shoals Chamber of Commerce, Shoals Society for Human Resource Management, Lyons HR, and Listerhill Credit Union.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of North Alabama proposal, with subsequent revisions, dated June 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 North Alabama								
PROGRAM: BBA in Human Resource Management (CIP 52.1001)								
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	\$3,360	\$3,360	\$3,360	\$3,360	\$3,360	\$3,360	\$20,160
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	\$3,360	\$3,360	\$3,360	\$3,360	\$3,360	\$3,360	\$20,160
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$0	\$479,400	\$479,400	\$479,400	\$479,400	\$479,400	\$479,400	\$2,876,400
TOTAL	\$0	\$479,400	\$479,400	\$479,400	\$479,400	\$479,400	\$479,400	\$2,876,400
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	45	45	45	45	45	45	45
PART-TIME HEADCOUNT	Year 1 - No data reporting required	5	5	5	5	5	5	5
TOTAL HEADCOUNT	Year 1 - No data reporting required	50	50	50	50	50	50	50
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	50	12	15	15	20	20	22
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	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	8	8	10	10	10	9

Attachment 2

Summary of Background Information

University of North Alabama
Bachelor of Business Administration in Human Resource Management

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

Program Description: The BBA in Human Resource Management is designed to develop the skills necessary for Human Resource professionals to effectively partner with business leaders in making strategic people decisions. This program will provide students with a foundation in the basic principles of HR management in legal compliance, talent acquisition, talent development, and talent retention, and integrate the use of data analytics and strategic decision-making throughout the entire HR function. In addition, the curriculum is aligned with the Society for Human Resource Management (SHRM) body of knowledge so that students will be prepared to pass the SHRM Certified Professional exam. Students may also attain professional certifications through the Human Resource Credentialing Institute (HRCI).

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

1. Apply all of the core concepts of the SHRM body of knowledge that are necessary for effective and successful practice in any HR role and be successful in obtaining SHRM and/or HRCI certification.
2. Source, process, analyze, and communicate to stakeholders the results of data analytics which are increasingly central to any HR professional role.
3. Identify problems and develop effective resolutions to common communication, compliance, and development issues and inherent in the HR profession at the enterprise, group, and individual levels.
4. Assess potential impacts of various costs, risks, and opportunities associated with workers, personnel management, and workforce development.

Administration: The program will be administered by the College of Business and Technology, Dr. Gregory Carnes, Dean; and the Department of Marketing and Management, Dr. Jeremy Stafford, Chair.

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

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer similar bachelor-level programs at the same CIP 52.1001:

- Athens State University, BS in Human Resource Management
- Auburn University at Montgomery, BSBA in Human Resource Management
- University of Alabama at Birmingham, BS in Human Resource Management

Given the strong demand for HR professionals in North Alabama and throughout the state, another program at the undergraduate level is justified.

Relationship to Existing Coursework: This program will replace the existing HR concentration within the BBA in Professional Management (CIP 52.0201) in the College of Business and Technology, and all current students will transfer to the new BBA program. Creating a new major will provide a stronger

learning experience with deeper focus. Four new or revised courses will be added to the existing curriculum for the concentration. UNA also offers Human Resource Management as a concentration within its MBA in Business Administration (CIP 52.0201), along with a standalone graduate Micro-credential in Human Resource Management (Post-Bacc Certificate, CIP 52.1001).

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

Admissions: Similar to other BBA degrees, students must apply for formal admission to the College of Business and Technology major program after completing 45 semester hours of required coursework.

Mode of Delivery: The program will be offered 100% online and 100% in-person.

Curriculum: UNA plans to develop one new course for the program and revise three existing courses.

Program Completion Requirements:	
Credit hours required in program courses	24
Credit hours in general education or core curriculum	41
Credit hours required in pre-professional courses	42
Credit hours in free electives	13
Credit hours required in required research	0
Total credit hours required for completion	120

Specialized Accreditation: UNA's College of Business and Technology is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The BBA in Human Resource Management degree will follow the current curricular guidelines provided by the AACSB.

Professional Certification: The program will also be aligned with the SHRM body of knowledge and will prepare students to pass the SHRM Certified Professional program. Students may also attain professional certifications through the Human Resource Credentialing Institute (HRCI).

Industry Need: The proposed BBA in Human Resource Management is designed to prepare graduates for employment within the following occupations, all of which are included on the Alabama In-Demand Occupations list:

- 1) Human Resource Managers (SOC 11-3121)
- 2) Human Resource Specialists (SOC 13-1071)
- 3) Training and Development Specialists (SOC 13-1151)

Human Resource Management remains a high demand career. According to the Alabama statewide demand occupations report, employment in each of the HR BBA program's targeted Occupation Titles has grown substantially over the last three years: Human Resource Management (1350 in 2018 to 1570 in 2020, 16.3% increase), Human Resource Specialists (5620 to 6800, 21%), Training & Development Specialists (2470 to 2730, 10.5%). The program proposal includes four letters of support attesting to the need for this program, including Shoals Chamber of Commerce, Shoals Society for Human Resource Management, Lyons HR, and Listerhill Credit Union.

Student Demand: Anticipated student demand for the Human Resource Management BBA is primarily driven by the growth of the Human Resource concentration within the Professional Management degree. Enrollment in the HR concentration has doubled in size since the 2016-2017 academic year.

Resources:

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

Support Faculty—
Full-time: 11
Part-time: 0

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

UNA has one full-time primary faculty member and one part-time faculty member assigned to this program. They will teach all HR specific courses, as some of them will only be taught once every 12-18 months. One course in Years 2-7 will be taught as an overload, and costs of \$20,160 included in the business plan. Additional full-time faculty in the Department of Management and Marketing and other departments in the Sanders College will support the general management and business courses within the curriculum.

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

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

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

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

Library: The UNA Collier Library will support the BBA in Human Resources via its physical collection, digital collection, and physical and digital spaces. The library provides access to approximately 216 databases; curated areas of database content for discipline specific researchers; and access to approximately 230,447 physical volumes, 604,297 electronic books, 64,296 electronic periodicals, and 122,514 streaming videos. Services provided include: 24/7 chat assistance, interlibrary loan access for scanned articles and physical materials, publishing and research opportunities through the digital press and scholarly repository, apps that assist the researcher and research process, citation assistance, research consultations, subject liaisons, custom library research guides, and more. Relevant database subscriptions include: ABI/INFORM Complete, Business Source Complete, Gale OneFile: Business, NexisUni, Skillport, Value Line Research Center, Wall Street Journal, and more. Collier Library provides a robust research discovery layer through EBSCO Discovery Services.

Program Budget: The proposal projects that \$20,160 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 \$2,876,400 through tuition and student fees.

Attachment 3

University of North Alabama
 Bachelor of Business Administration in Human Resource Management

Course Number and Title	Number of Credit Hours	* If New Course
General Education Coursework (Areas I-IV)	41	
Pre-BBA (Area V) Coursework	21	
AC 291 – Accounting Concepts I	3	
AC 292 – Accounting Concepts II	3	
BL 240 – Legal Environment of Business	3	
CS 101 – Introduction to Computer Programming	3	
CIS 236 – Information Systems in Organizations	3	
DA 291 – Statistics Process Control	3	
DA 292 – Statistical Analysis for Business	3	
BBA Core Courses	21	
MG 491- International Business	3	
FI 393 - Financial Management	3	
MG 331 - Leadership and Organizational Behavior	3	
MG 382W Managerial Communications	3	
MG 395 - Operations Management	3	
MG 498 - Strategic Management	3	
MK 360 - Principles of Marketing	3	
Major Coursework	24	
MG 330 Principles of Management	3	
MG 340 Negotiation and Conflict Resolution	3	
MG 362 Human Resources Management	3	
MG 371 Employment Law	3	
MG 422 HR Analytics and Compliance	3	*
MG 440 Applied Managerial Decision Making and Analysis	3	
MG 462 Talent Management and Total Rewards	3	
MG 475 Strategic HR Management	3	
General Electives or Minor	13	
Total Credit Hours for BBA:	120	

DECISION ITEM: I-8d

University of North Alabama, Master of Science in Occupational Safety and Health Management (CIP 51.2206)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Occupational Safety and Health Management.

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 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 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment, attainment of professional certifications, and/or acceptance into a doctoral program.

University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 is designed to prepare graduates for employment as Occupational Health and Safety Specialists (SOC 19-5011) and Health and Safety Engineers, Except Mining Safety Engineers and Inspectors (SOC 17-2111), both of which appear on the Region 1 Statewide In-Demand Occupations List.
2. The proposed program will extend UNA's existing offerings in Occupational Health Science into the master's level, and shared resources will reduce the start-up costs for the program.
3. The proposal includes seven letters of support from the following industry partners attesting to the need for additional programs in occupational safety: 3M Corporation, National Aeronautics and Space Administration (NASA), Nucor Steel Decatur, Constellium, Southwire, United Launch Alliance, and EnSafe.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of North Alabama proposal, dated June 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: University of North Alabama								
PROGRAM: MS in Occupational Safety and Health Management (CIP 51.2206)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	\$93,946	\$93,946	\$93,946	\$93,946	\$93,946	\$93,946	\$102,314	\$665,990
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	\$15,900	\$0	\$1,600	\$1,600	\$1,600	\$20,700
TOTAL	\$93,946	\$93,946	\$109,846	\$93,946	\$95,546	\$95,546	\$103,914	\$686,690
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	\$60,000	\$20,000	\$10,000	\$0	\$0	\$0	\$0	\$90,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$38,700	\$77,400	\$100,620	\$119,970	\$135,450	\$143,190	\$150,930	\$766,260
TOTAL	\$98,700	\$97,400	\$110,620	\$119,970	\$135,450	\$143,190	\$150,930	\$856,260
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	9	12	14	15	16	17	13.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	2	3	5	5	5	3.7
TOTAL HEADCOUNT	Year 1 - No data reporting required	11	14	17	20	21	22	17.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	6	6	7	7	8	8	7
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	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	5	6	4.5

Attachment 2

Summary of Background Information

University of North Alabama
Master of Science in Occupational Safety and Health Management

Role: The proposed program is within the instructional role recognized for the University of North Alabama (UNA). Given the amount of new coursework required to deliver the MS in Occupational Safety and Health Management, UNA must obtain substantive change approval from its accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), prior to implementing the program.

Program Description: The proposed MS in Occupational Safety and Health Management will prepare students to meet the safety mission of any organization and acquire the skills and tools necessary to make prudent management decisions related to occupational safety and health in the workplace. The program will be designed for in-service occupational health and safety (OHS) professionals and other working professionals with a science-related background. It will also include an accelerated master's option for current UNA undergraduates completing the BS in Occupational Health Science (CIP 51.2206).

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

1. Anticipate, recognize, evaluate, and control hazards and exposures impacting people, property and the environment.
2. Apply principles and practices of risk management and business justification.
3. Develop policies, procedures, and systems using research and evidence-based data.
4. Identify and apply legal principles relevant to the safety profession.
5. Utilize root cause analysis and incident investigation techniques to ascertain acceptable risk causation and relative risk.
6. Analyze safety data, interpret and utilize statistical and epidemiological principles, and evaluate trends of injuries, illnesses, and workplace incidents.
7. Demonstrate mastery of occupational safety and health and a high level of communication skills through a culminating senior project/capstone.

Administration: The program will be administered by the College of Arts, Sciences, and Engineering, Dr. Ryan Zayac, Interim Dean; and the Department of Engineering and Industrial Professions, Dr. Jonathan F. Sullivan, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were submitted to the Alabama Council of Graduate Deans (ACGD). Four responses were received, with three respondents indicating support. One noted similarity with existing offerings and questioned resource projections for the program.

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: Two Alabama institutions offer related master's-level programs:

- Auburn University, MS in Industrial and Systems Engineering (CIP 14.3501) and Graduate Certificate in Occupational Safety and Ergonomics (CIP 14.3501)
- University of Alabama at Birmingham, MSPH in Public Health (CIP 51.2201) with concentration in Industrial Hygiene

There are several similar programs located within the 16 SREB region:

- Johns Hopkins University: MS in Occupational and Environmental Hygiene (51.2206)
- Texas A&M University: MPH in Occupational Safety and Health (51.2206)
- University of Houston-Clear Lake: MS in Occupational Safety and Health (51.2206)
- University of Oklahoma-Health Science Center: MS Industrial Hygiene & Environmental Health Science (51.2206)
- East Carolina University: MS in Occupational Safety (15.0701)
- Murray State University: MS Occupational Safety and Health (15.0701)
- Embry-Riddle Aeronautical University: MS in Occupational Safety Management (15.0701)
- Georgia Institute of Technology: PMOSH in Occupational Safety and Health (15.0701)
- Marshall University: MS in Safety (15.0701)
- Eastern Kentucky University: MS in Safety, Security and Emergency Management with an Occupational Safety Concentration (43.9999)

Relationship to Existing Coursework: The proposed MS in Occupational Safety and Health Management will be supported, in-part, by the faculty and resources that are associated with UNA's existing BS in Occupational Health Science (CIP 51.2206). Students pursuing the BS in Occupational Health Science may take an accelerated track to complete the MS, in which three courses (9 credit hours) may be applied concurrently to the undergraduate and graduate degree. In addition, three of the approved electives for the program (MG 648, MG 670, and MK 675) are drawn from the existing MBA curriculum delivered within the College of Business.

Collaboration: UNA is open to exploring collaborations with other post-secondary institutions in the future.

Admissions: Students will be admitted into one of four options based upon their education at the time of application. Admission requirements for all options include a bachelor's degree from a regionally accredited university with a GPA of 3.0 or higher. Additional requirements by option are as follows:

- Accelerated: current UNA undergraduate student majoring in Occupational Health Science with a minimum GPA of 3.0 and a minimum of 47 undergraduate credit hours completed.
- Professional Certification: Possession of GSP, ASP or CSP certification.
- Safety: Possession of CIH certification or possession of bachelor's or master's degree in Industrial Hygiene (or similarly named program) from an ABET-accredited program.
- General: One semester of college-level mathematics (at least equivalent to algebra, trigonometry, or elementary statistics), one semester of college-level chemistry (with laboratory), and one semester of college-level physics (with laboratory).

Applicants who meet the above-mentioned requirements will be granted unconditional admission. Applicants that do not meet these requirements will be reviewed for conditional admission on a case-by-case basis.

Mode of Delivery: The curriculum for the proposed MS will be delivered 100% online through flexible 8-week courses, intended to accommodate working professionals.

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

Program Completion Requirements:
Credit hours required in program courses

21

Credit hours in general education	0
Credit hours required in option	9
Credit hours in free electives	0
Credit hours in required research	0
Total credit hours required for completion:	30

The MS in Occupational Safety and Health Management offers four options based on the applicant's education and professional certification status at the time of the application (accelerated, professional certification, safety, and general).

- The Accelerated Option is designed for qualified UNA undergraduate students majoring in Occupational Health Science. Undergraduate OHS students can enroll in up to 3 courses (9 credit hours) that can be applied concurrently to the undergraduate and graduate degree. Courses eligible for the accelerated option include: OHS 510: Ergonomics, Human Factors and Workplace Design; OHS 565: Environmental Management; and OHS 590: Management of Occupational Health and Safety Programs. Students enrolled in the accelerated option will complete the major core classes (21 hours) and choose 3 classes (9 hours) from the list of approved electives.
- The Professional Certification Option is designed for students who possess a professional safety certification (i.e., GSP, ASP or CSP). Students enrolled in the Professional Certification Option will complete the major core classes (21 hours), one concentration core class OHS 600: Fundamentals of Occupational Health (3 hours) and choose 2 classes (6 hours) from the list of approved electives.
- The Safety Option is designed for students who possess a BS, MS, MPH, or MSPH in Industrial Hygiene (or similarly named program) from an ABET-accredited program or for students who possess CIH certification. Students enrolled in the Safety Option will complete the major core classes (21 hours), one concentration core class OHS 610 Regulatory Aspects of Occupational Safety and Health (3 hours) and choose 2 classes (6 hours) from the list of approved electives.
- Students enrolled in the General Option will complete the major core classes (21 hours), the concentration core classes (6 hours), and choose one class (3 hours) from the list of approved electives.

Work-Based Learning: The curriculum will require a research activity or significant project implemented and evaluated in industry. The practicum will result in a report that demonstrates both mastery of the subject matter and a high level of communication skills.

Specialized Accreditation: UNA plans to seek accreditation for the program through the Applied and Natural Science Commission (ANSAC) of ABET under the program criteria for Safety.

Professional Certification: The program will align with the Board of Certified Safety Professionals (BCSP) Associate Safety Professional (ASP) examination blueprint. UNA will seek designation as a Qualified Academic Program (QAP) through the BCSP. Graduates of QAPs are eligible to apply for the Graduate Safety Practitioner (GSP), a BCSP-approved credential necessary to apply for the Certified Safety Professional (CSP). The CSP is internationally recognized as the most prestigious credential for safety professionals.

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

- Occupational Health and Safety Specialists (SOC 19-5011, included on the Alabama Region 1 In-Demand Occupations list)
- Health and Safety Engineers, Except Mining Safety Engineers and Inspectors (SOC 17-2111, included on the Alabama Region 1 In-Demand Occupations list)

The Bureau of Labor Statistics predicts that employment of occupational health and safety professionals is likely to rise 5% within the next decade, as new safety regulations change the landscape of workplaces. Occupational health and safety specialists will be needed to work in a variety of industries and government agencies to ensure that employers are adhering to both existing and new regulations. In addition, these specialists will be necessary because insurance costs and workers' compensation costs have become a concern for many employers and insurance companies. According to the Alabama Department of Labor, Labor Market Information Division, in 2020, there were 2,170 positions collectively for Occupational Health and Safety Specialists (SOC 19-5011), Occupational Health and Safety Technicians (SOC 19-5012), and Health and Safety Engineers, Except Mining Safety Engineers and Inspectors (SOC 17-2111). Occupational projections, which include openings due to transfers, job exits, and growth rates, estimate the total number of positions for this group will increase to 2,350 by 2030.

The proposal includes seven letters of support from the following industry partners attesting to the need for additional programs in occupational safety: 3M Corporation, National Aeronautics and Space Administration (NASA), Nucor Steel Decatur, Constellium, Southwire, United Launch Alliance, and EnSafe.

Student Demand: Evidence of employer demand for the program was solicited through a survey of regional employers, administered through Qualtrics web-based software, from April 20 – May 1, 2023. The overall response rate for the survey was 29% (11 of 38). All of the respondents employed OHS professionals within the previous 12 months, with a median of 4 OHS professionals per establishment. Approximately 82% (9 of 11) of the employers stated they anticipate hiring additional OHS professionals (new and/or replacement positions) within the next 5 years. The number of projected OHS professionals to-be-hired ranged between 1 and 10 per employer.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 1

Part-time: 1

Support Faculty—

Full-time: 1

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 1

Part-time: 2

Support Faculty—

Full-time: 0

Part-time: 0

UNA plans to hire three new faculty members (one full-time and two part-time) to deliver the proposed program. New faculty members must hold a PhD in Occupational Safety and Health, Environmental Health Science, Industrial Hygiene or other relevant science field; five or more years of industry experience in health and safety is preferred; teaching experience at the college/university level is preferred; and certifications relevant to occupational health and safety (CSP, CIH, CHMM) are preferred but not required.

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

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

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

Library: The UNA libraries holdings consist of more than 315,000 bound volumes (including bound periodical volumes). The libraries provide access, through purchase or subscription, to more than 600,000 electronic books. The collection in occupational health and safety and related disciplines consist of approximately 2,300 book titles. The libraries provide access to more than 39,000 e-journals, including more than 1300 journal titles related to OHS. Access to journal articles is provided through several online databases and includes the following key OHS journals: *American Journal of Industrial Medicine; The Annals of Occupational Hygiene; Applied Ergonomics; Industrial Health; Journal of Safety Research; Journal of Occupational Health; Journal of Safety, Health, & Environmental Research; Toxicology and Industrial Health; International Journal of Occupational Medicine & Environmental Health; Occupational Health & Safety; Professional Safety; Safety and Health Practitioner; Scandinavian Journal of Work, Environment, & Health; and Work: A Journal of Prevention, Assessment, and Rehabilitation.*

Other: UNA plans to seek accreditation for the program through the Applied and Natural Science Commission (ANSAC) of ABET. Anticipated accreditation costs are estimated at \$15,900 and include a Readiness Review (\$1,100) and Program Review (\$3,700 base fee + \$11,100 for program evaluators). UNA will pay an annual maintenance fee of \$1,600 beginning in Year 5.

Program Budget: Over the first seven years, the program will require \$686,690 in expenditures and is expected to generate a total of \$766,260 through tuition. To support start-up costs in Years 1-3, the program will require \$90,000 in internal reallocations. It is expected to become self-sustaining by Year 4.

Attachment 3

University of North Alabama
 Master of Science in Occupational Safety and Health Management

Course Number and Title	Number of Credit Hours	* If New Course
Program Core Courses	21 hours	
OHS 510 Ergonomics, Human Factors and Workplace Design	3	*
OHS 565 Environmental Management	3	*
OHS 590 Management of Occupational Health and Safety Programs	3	*
OHS 615 Risk Assessment and Loss Control	3	*
OHS 620 Fire Prevention and Emergency Preparedness	3	*
OHS 625 Program Development and Training	3	*
OHS 695 Current Literature and Research Methods in Occupational Health and Safety	3	*
Accelerated Option	9 hours	
Program Electives	9	
Professional Certification Option	9 hours	
OHS 600 Fundamentals of Occupational Health	3	*
Program Electives	6	
Safety Option	9 hours	
OHS 610 Regulatory Aspects of Occupational Safety and Health	3	*
Program Electives	6	
General Option	9 hours	
OHS 600 Fundamentals of Occupational Health	3	*
OHS 610 Regulatory Aspects of Occupational Safety and Health	3	*
Program Electives	3	
Approved Elective Courses		
OHS 530 Process Safety	3	*
MG 648 Human Resource Management	3	
MG 670 Leading High-Performance Teams	3	
MK 675 Seminar in Negotiation and Conflict Resolution Strategies	3	
Total Program Hours for Degree:	30 hours	

DECISION ITEM: I-8e

University of North Alabama, Doctor of Social Work in Social Work (CIP 44.0701)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

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

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

Implementation Date: The proposed program will be implemented in Fall 2024. Based on Commission policy, the proposed program must be implemented by September 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 10, 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 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment.

University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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. UNA currently offers successful Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs, both of which are fully accredited by the Council on Social Work Education (CSWE) and produce 40-50 graduates per year on average. The proposed program will extend UNA's offerings to the practice-doctorate level.
2. Currently, there is only one public institution in Alabama that offers a DSW program (the University of Alabama) and demand for doctoral-level social work practitioners remains high throughout the state.
3. According to the Bureau of Labor and Statistics, employment for social workers is expected to grow by 13% from 2019 to 2029. With more individuals entering the field, there continues to be significant demand for those who are credentialed to educate future graduate level social workers and assume leadership roles within the profession.
4. This proposal includes two letters of support from the Morgan County Department of Human Resources and Kids to Love Child Placing Agency.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of North Alabama proposal, dated June 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 North Alabama								
PROGRAM: Doctor of Social Work in Social Work (CIP 44.0701)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	\$161,520	\$242,280	\$242,280	\$242,280	\$242,280	\$242,280	\$267,384	\$1,640,304
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	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
TOTAL	\$161,520	\$242,280	\$244,780	\$244,780	\$244,780	\$244,780	\$269,884	\$1,652,804
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	\$60,000	\$60,000	\$40,000	\$20,000	\$0	\$0	\$0	\$180,000
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$103,230	\$183,150	\$209,790	\$229,770	\$256,410	\$276,390	\$289,710	\$1,548,450
TOTAL	\$163,230	\$243,150	\$249,790	\$249,770	\$256,410	\$276,390	\$289,710	\$1,728,450
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	14	16	18	20	21	24	18.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	2	2	2	2	2	2
TOTAL HEADCOUNT	Year 1 - No data reporting required	16	18	20	22	23	26	20.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	8	9	9	11	11	12	10
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	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	6	7	8	9	9	7.5

Attachment 2

Summary of Background Information

University of North Alabama
Doctor of Social Work in Social Work

Instructional Role: The proposed program is at a higher level than the instructional role currently recognized for the University of North Alabama (UNA), which the Commission recognizes as an Education Specialist-Granting Institution. The proposed program would become the fourth doctorate offered by UNA, which currently offers two practice-focused doctorates (DNP in Nursing and EDDB in Business Administration), along with one research-focused doctorate (PhD in Exercise Science and Health Promotion). In order to implement the program, UNA must be approved for a substantive change by the Southern Association on Colleges and Schools Commission on Colleges (SACSCOC).

Program Description: The proposed online Doctor of Social Work (DSW) program will prepare students for advanced trauma-informed social work practice and supervision, anti-oppressive social work education and training, and leadership in workforce development. The program will prepare social work leaders to advocate for human rights and social/ economic justice in diverse communities while incorporating the impact of global perspectives. The DSW program models a commitment to discovery and implementation of new knowledge, evidence-based research, and ethical use of technology to enhance critical thinking to promote human and community well-being while advancing community workforce development.

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

1. Evaluate and utilize advanced theoretical frameworks in the application of innovative skills in the engagement, assessment, intervention, and evaluation of diverse clients and constituencies.
2. Demonstrate advanced social work practice skills in supervision at the agency and organizational level.
3. Select and apply quantitative and qualitative research skills to address critical issues faced by vulnerable and underserved communities.
4. Describe and implement the principles of evidence-based practice in selecting social work interventions.
5. Apply principles of social work policy practice to advanced clinical practice or organizational leadership.
6. Develop pedagogical resources and materials to prepare for a career in academia.

Administration: The program will be administered by the College of Arts, Sciences, and Engineering, Dr. Sara Lynn Baird, Dean; and the Department of Social Work, Dr. John Hodges, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Five institutions submitted responses to the proposed program, all indicating support for the proposal given the need for additional doctoral-level social work practitioners in the state.

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 2023 (twenty days) for public review and comments. No comments were received.

Similar Programs: There is only one existing DSW program in the Academic Program Inventory: University of Alabama, DSW in Social Work (CIP 44.0701). As noted by the peer reviewers, there continues to be a need for additional practice-focused doctorate programs to fill the demand for social workers in the state. The UNA program will also serve an underserved region as UNA is uniquely situated in the northern corner of the state to serve students from north Alabama, Tennessee, and Mississippi.

Relationship to Existing Coursework: This proposed program will build upon the existing Master of Social Work (MSW) program offered at the university. The proposed DSW may share cross-listed electives with upcoming MSW level certificate courses, but core coursework will be taught exclusively at the doctoral level.

UNA began offering the MSW in Fall 2020, and the program has produced over 100 graduates in its first three years. At its June 2023 meeting, the Board of Accreditation for the Council of Social Work Education (CSWE) voted to grant initial accreditation to the existing MSW program ending in June 2030, with a progress report to be reviewed by the program's accreditation specialist. Regarding state licensure of master's-level graduates, the Executive Director of the Alabama State Board of Social Work Examiners indicated (as of July 13, 2023) that licensure pass rate data for the year 2022 were not yet available for MSW test-takers. Data from 2021 indicate that a small number (n =3) of students took the exam, with a 65% first-time pass rate (average in US/Canada was 73%). Dr. John Hodges, Chair of the Department of Social Work has reached out to the Board to confirm that those data are accurate, as the department believes the n should be higher. Alternative measures of success, such as employment status, indicate that graduates of the MSW program are performing very well. Based on a recent survey conducted by the Department of Social Work, approximately 92% of respondents (n = 37) were employed full-time in the field, with the majority (86%; n = 33) of students securing full-time positions prior to graduation from the MSW program.

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

Admissions: Students must hold an MSW degree from a Council on Social Work Education (CSWE)-accredited institution, with a minimum GPA of 3.0, and they must have a minimum of three years post-MSW social work practice experience.

Mode of Delivery: All coursework will be completed online (asynchronous) with a low-residency requirement. Two residency retreats (three days each) will be required. Each visit will take place during the fall semester, with options for virtual visits if necessary.

Curriculum: UNA plans to develop 14 new courses for the proposed program, which will be taught exclusively at the doctoral level.

Program Completion Requirements:	
Credit hours required in program courses	33
Credit hours required in support courses	0
Credit hours in program electives	0
Credit hours in required research and dissertation	9
Total credit hours required for completion	42

The coursework in the DSW program consists of 33 credit hours of content-focused classes, as well as 9 credit hours of capstone (42 total credit hours). Coursework is facilitated online in 8-week, asynchronous sessions. Students must complete all DSW coursework (including one 3-credit hour elective in an area of interest) before scheduling their oral exam. The oral exam will be administered through a live virtual presentation facilitated by the DSW Program Director.

Students may develop a capstone proposal in the form of a grant or policy proposal, research study, or program/curricular development. The DSW Capstone study proposal will consist of the following components:

1. Capstone Seminar: An approved project concept identification. This concept will be approved by the DSW faculty mentor of record.
2. Capstone I/II: A written proposal consisting of a literature review, relevant theory, and evidence-based research justifying their proposal concept along with the methodological approach. (The complete written capstone, including evaluation, will be approximately 25-30 pages in length.)

3. Capstone III: An oral defense of the proposal to the doctoral committee.

Accreditation: There is currently no standard for accreditation for social work education at the doctoral level. The Council on Social Work Education (CSWE) is conducting pilot accreditations for DSW programs nationwide. If it becomes available, UNA intends to pursue DSW accreditation through CSWE. The proposed DSW program is created to be in alignment with CSWE standards, allowing for streamlined accreditation processes. UNA's MSW program was granted full CSWE accreditation in June 2023.

Industry Need: The DSW in Social Work is designed to prepare graduates for employment in the following occupations that are all included on the 2022-23 Statewide In-Demand Occupations List:

- 1) Healthcare Social Workers (SOC 21-1022)
- 2) Child, Family, and School Social Workers (SOC 21-1021)
- 3) Social and Community Service Managers (SOC 11-9151)
- 4) Substance Abuse, Behavioral Disorder, and Mental Health Counselors (SOC 21-1018)
- 5) Mental Health and Substance Abuse Social Workers (SOC 21-1023)

The United States Bureau of Labor Statistics (BLS) projects overall employment of social workers to grow 12% from 2020 to 2030, faster than the average for all occupations. Both the Alabama Demand Occupations list and the BLS indicate significant and sustained growth for the social work profession currently and over the next decade. These needs will drive demand for highly trained social work clinicians, (including educators and supervisors) to train the next generations of social workers – which is in alignment with the mission of the proposed DSW program.

Strategic Benefit: Social workers remain in critical need in Alabama and around the nation. According to the US Bureau of Labor Statistics, the projected growth for social workers for 2020-2030 is 12%, which is well above the national average for growth across all occupations, and as a result, social workers appear on the Statewide In-Demand Occupations List for the third year running. DSW graduates will be prepared to take on leadership roles in advanced social work practice and in academia. Currently, only one public institution in Alabama offers a practice-focused doctorate program in Social Work.

Student Demand: An online student interest survey was administered through Qualtrics web-based software in August 2022 to all current BSW and MSW students, as well as alumni of these programs. One hundred and sixty-nine (n = 169) individuals participated in the survey. Almost 96% (n = 162) of the respondents indicated some level of interest in pursuing the DSW at UNA, with 58% (n = 98) of individuals indicating they were “very interested.” Seventy-two percent (72%; n = 121) of respondents indicated that offering the program online was very appealing. The majority of individuals (55%; n = 91) indicated that they were interested in the program in order to advance their career as it relates to clinical practice, with 31% of respondents (n = 52) wishing to use the DSW degree to support their career advancement in academia. Notably, UNA's MSW program has seen enormous growth (46% increase year-over-year) since its initial launch in the fall of 2020, with 160 graduate students enrolled as of spring 2023.

Resources:

Faculty:

Current Primary Faculty:

Full-time: 3

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

Additional Faculty to be hired:

Primary Faculty—

Full-time: 3

Part-time: 0

Support Faculty—

Full-time: 0

Part-time: 0

UNA plans to hire three new full-time faculty to support the proposed program. All new faculty members must have earned an MSW, as well as a PhD in Social Work or a related field or a DSW degree. Faculty will be required to have at least two years post-MSW social work practice history with a preference of three years of experience in academia post-PhD/DSW.

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

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

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

Library: The UNA libraries currently house more than 319,052 cataloged volumes, including 33,321 bound periodical volumes. The libraries' holdings also include 937,962 microform units (including government documents in microform) and 594,742 electronic books. The libraries subscribe to 36,844 serial titles. Collier Library provides access to 8,347 titles within the Library of Congress classification for Social Pathology, Social and Public Welfare, Criminology (HV 1- 9960). This includes print and electronic monographs and audio-visual materials. The library currently provides access to 274 social work periodicals. These titles are supplemented by numerous subscriptions to journals in related fields. In addition, the library provides electronic access to a wide range of periodical titles through its many online databases. Of these, SocINDEX with Full Text contains the titles most relevant to social work. However, many of our other databases also include social work titles. The combination of the direct periodical subscriptions and the titles available in full text through the online databases provides excellent coverage of the periodicals in the field. Approximately 22 research databases are provided with coverage either specific to the field or general enough to include relevant materials. This total includes PsycARTICLES and PsycINFO from EBSCO, and Counseling and Therapy in Video from Alexander Street Press. These resources are accessible both on campus and off-campus, adding a level of convenience to the student. Other databases that are more general in scope also cover some of the social work literature.

Other: \$12,500 in expenses are projected for accreditation expenses for years 3-7.

Program Budget: The proposed program will require \$1,652,804 to deliver over the first seven years. Over the same period, the program is expected to generate \$1,728,450 in tuition. The program will require \$180,000 in reallocations to support start-up in the first four years, and it is expected to become self-sustaining by Year 5.

Attachment 3

University of North Alabama
 Doctor of Social Work in Social Work

Course Number and Title	Number of Credit Hours	* If New Course
Program Core		
SW 700 Introduction to Doctoral Social Work Seminar	3	*
SW 710: Introduction to Advanced Clinical Practice	3	*
SW 715: Advanced Trauma Informed Assessment	3	*
SW 720: Neuroscience and Trauma	3	*
SW 730: Advanced Clinical Evaluation I- Quantitative Methods	3	*
SW 731: Advanced Clinical Evaluation II – Qualitative Methods	3	*
SW 740: Advanced Trauma-Informed Clinical Supervision	3	*
SW 750: Advanced Clinical Elective	3	*
SW 800: Pedagogy and Curriculum Development	3	*
SW 810: Executive Leadership and Organizational Development	3	*
SW 820: Introduction to Capstone Seminar	3	*
SW 821: Capstone I - Background Development	3	*
SW 822: Capstone II - Proposal Development	3	*
SW 823: Capstone III - Oral Defense	3	*
Total hours for Degree	42	

DECISION ITEM: I-9a

Snead State Community College, Associate of Applied Science and Certificate in HVAC/R Technology (CIP 15.0501)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) and Certificate (CER) in Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) Technology.

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

Implementation Date: The proposed program will be implemented 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 9 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, licensure pass rates, and/or acceptance into a baccalaureate program.

Snead State Community College (SND) 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 help meet the current demand for HVAC/R mechanics and installers, an occupation included on the Statewide and Region 1 In-Demand positions lists.
2. The new program will provide career pathways and apprenticeship opportunities for students entering the HVAC/R field, including high school dual enrollment students and underemployed and unemployed workers.
3. This proposal includes letters of support from local employers, as well as from US Congressman Robert B. Aderholt, who helped secure federal funding for the new Workforce Skills Training Center that will house 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. Snead State Community College proposal, dated June 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: Snead State Community College								
PROGRAM: Associate of Applied Science and Certificate in HVAC/R Technology (CIP 15.0501)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	\$64,914	\$67,433	\$73,253	\$75,773	\$78,294	\$80,812	\$83,333	\$523,812
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$350,000	\$0	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$390,000
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	\$414,914	\$67,433	\$73,253	\$85,773	\$88,294	\$90,812	\$93,333	\$913,812
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	\$26,914	\$0	\$0	\$0	\$0	\$0	\$0	\$26,914
EXTRAMURAL	\$350,000	\$0	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$390,000
TUITION	\$38,000	\$78,585	\$81,120	\$83,655	\$86,190	\$93,795	\$101,400	\$562,745
TOTAL	\$414,914	\$78,585	\$81,120	\$93,655	\$96,190	\$103,795	\$111,400	\$979,659
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	11	13	14	14	14	15	13.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	1	1	1	2	2	2	1.5
TOTAL HEADCOUNT	Year 1 - No data reporting required	12	14	15	16	16	17	15
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	9	9	9	10	10	10	9.5
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	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	9	10	8.2

Attachment 2 **Summary of Background Information**

Snead State Community College
Associate of Applied Science and Certificate in HVAC/R Technology (CIP 15.0501)

Program Description/Objectives: The proposed AAS and Certificate in Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) Technology program will prepare individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing and using air conditioning, refrigeration, ventilation, and heating systems. It will include instruction in principles of heating and cooling technology, design and operational testing, inspection and maintenance procedures, installation and operation procedures, and report preparation. Graduates of the program will be prepared to sit for the Alabama Board of Heating, Air Conditioning and Refrigeration Contractors exam to become licensed contractors.

Role: The proposed program is within the instructional role for Snead State Community College (SND), but due to the number of new courses being developed, SND will need approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for a substantive change to their instructional offerings.

Mode of Delivery: The majority of courses will be delivered via face-to-face-instruction, with only 20% being offered online. For selected theoretical topics, students will have the option for hybrid format course delivery.

Work-Based Learning: The two-year HVAC/R Technology program will also serve as an opportunity for students to participate in work-based learning with employers, including a required Co-Op course (ACR 195). An industry advisory board will support program curriculum through yearly review and job opening notices. SND currently offers apprenticeship opportunities for its Industrial Systems Technology program and is in the process of expanding apprenticeship opportunities in other disciplines. The HVAC/R Technology program will seek to become a Power5 HVAC apprenticeship.

Similar Programs: The following institutions offer an AAS and Certificate with the same CIP Code: Bevill State Community College, Drake State Community and Technical College, Gadsden State Community College, Shelton State Community College, Trenholm State Community College, Wallace State Community College -Dothan. Although there are several programs within the state, employers within Marshall County have expressed concern that graduates of this particular program are not willing to travel nor move to Marshall County to attain a position.

Relationship to Existing Offerings: The HVAC/R Technology program will be an addition to the current programs in Career Technical Education, including Welding Technology, Avionics Technology, and Industrial Technician. SND will create eighteen new courses for the proposed program.

Specialized Accreditation: The HVAC/R Technology program will seek accreditation through HVAC Excellence, a third-party accreditation organization that verifies the program meets industry standards.

Professional Licensure: AAS and CER graduates will be qualified to sit for the Alabama Board of Heating, Air Conditioning and Refrigeration Contractors exam upon or prior to graduation in order to earn a state license. They will also be prepared to pass an EPA-approved test to earn Section 608 Technician Certification.

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 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 Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC 49-9021), included on the Statewide In-Demand Occupations list and the Region 1 In-Demand Occupations list. Businesses in the College's

service area have expressed a need to hire skilled HVAC/R professionals, both licensed and non-licensed. According to secondary labor market analysis of the HVAC/R career field, companies within a 60-mile radius of SND will experience an average of a 7.9 percent increase in HVAC and Refrigeration positions through the year 2030. Students graduating with a degree or certificate in HVAC/R Technology will find immediate employment in fields related to construction, manufacturing, and production. The proposal includes a letter of support from the Marshall County Alabama Homebuilders Association, which represents the following employers: All Seasons Heating and Air Conditioning, Cash Heating and Cooling, Economy Air, J & M HVAC Plumbing Services, Parker Heating and Cooling, and Perfect Climate Heating and Cooling.

Resources and Facilities: The proposed program will require one new full-time faculty member who will hold an AAS degree in the field or licensure through the Alabama Board of Heating, Air Conditioning and Refrigeration Contractors. The primary instructor will have, at a minimum, three years of experience in the field or three years' prior teaching experience. Beginning in Year 3, the program will also require one adjunct instructor who will possess the same qualifications as the full-time instructor. The program will benefit from the new Workforce Skills Training Center, a 50,000-square-foot training facility set to open in Guntersville in Fall 2024. The Center will include facilities to support training in Welding, Machine Tool, Advanced Manufacturing, and HVAC/R and is fully funded through federal and state investments.

Program Budget: The proposal projects that \$913,812 in new funds will be required to deliver the program over the first seven years. This includes funding to hire one new adjunct faculty member beginning in Year 1 and a part-time staff member beginning in Year 3, as well as funding for start-up equipment and consumable supplies. The program will be supported by \$390,000 in extramural funding from federal and local sources, along with \$562,745 in tuition. The program is expected to require modest internal reallocations of \$26,914 in Year 1. The College plans to apply for a Region 1 Workforce Grant to help provide various equipment for the program in the amount of \$35,000.

Attachment 3

**Snead State Community College
 Associate of Applied Science and Certificate in HVAC/R Technology (CIP 15.0501)**

Associate of Applied Science

Course Number and Title	Number of Credit Hours	*If New Course
General Education Courses	16-17	
MTH 116, 100, 110,112,113, or 125	3	
MTH 100, BIO, CHM, AST, GEO 101, PHS, or PHY	3-4	
Hum/Fine Arts- ART, FRN, HUM, MUS, PHL, THR	3	
ENG 101	3	
WKO 101 Workplace Skills	1	
Social Science- ANT, ECO, GEO 100, HIS, POL, SOC	3	
Core Program Courses	54	
ACR 111 Principles of Refrigeration	3	*
ACR 113 Refrigeration Piping Practices	3	*
ACR 121 Principles of Electricity for HVAC/R	3	*
ACR 123 HVAC/R Electrical Components	3	*
ACR 112 HVAC/R Service Procedures	3	*
ACR 125 Fundamentals of Gas and Electrical Heating Systems	3	*
ACR 127 HVAC/R Electric Motors	3	*
ACR 132 Residential Air Conditioning	3	*
ACR 148 Heat Pump Systems I	3	*
ACR 205 System Sizing and Air Distribution	3	*
ACR 209 Commercial Air Conditioning Systems	3	*
ACR 119 Fundamentals of Gas Heating Systems	3	*
ACR 203 Commercial Refrigeration	3	*
ARC 181 Special Topics in Air Conditioning and Refrigeration	3	*
ACR 147 Refrigerant Transition and Recovery Theory	3	*
ACR 126 Commercial Heating Systems	3	*
ACR 130 Computer Assisted HVAC Troubleshooting	3	*
ACR 195 Co-Op	3	* WBL
Total Hours Required for AAS	70-71	

WBL: Indicates the course includes work-based learning.

Certificate

Course Number and Title	Number of Credit Hours	*If New Course
General Education	9	
ENG 101	3	
MTH 116, 100, 110,112,113, or 125	3	
HIS, SOC, PSY	3	
Core Courses	33	
ACR 111 Principles of Refrigeration	3	*
ACR 113 Refrigeration Piping Practices	3	*
ACR 121 Principles of Electricity for HVAC/R	3	*
ACR 123 HVAC/R Electrical Components	3	*
ACR 112 HVAC/R Service Procedures	3	*
ACR 125 Fundamentals of Gas and Electrical Heating Systems	3	*
ACR 127 HVAC/R Electric Motors	3	*
ACR 132 Residential Air Conditioning	3	*
ACR 148 Heat Pump Systems I	3	*
ACR 205 System Sizing and Air Distribution	3	*
ACR 209 Commercial Air Conditioning Systems	3	*
Total Hours Required for Certificate	42	

DECISION ITEM: I-9b

Snead State Community College, Associate of Applied Science and Certificate in Machine Tool Technology (CIP 48.0501)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) and Certificate (CER) in Machine Tool Technology.

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

Implementation Date: The proposed program will be implemented 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 9, 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.

Snead State Community College (SND) 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 AAS and CER in Machine Tool Technology are designed to prepare graduates for employment in

occupations on the Statewide In-Demand Occupations List, such as machine setters and operators.

2. The new program will provide career pathways and apprenticeship opportunities for students entering the machine tool field, including high school dual enrollment students and underemployed and unemployed workers.
3. This proposal includes letters of support from local employers, as well as from US Congressman Robert B. Aderholt, who helped secure federal funding for the new Workforce Skills Training Center that will house 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. Snead State Community College proposal, dated June 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: Snead State Community College								
PROGRAM: Associate of Applied Science and Certificate in Machine Tool Technology (CIP 48.0501)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
FACULTY	\$64,914	\$67,433	\$69,953	\$71,473	\$74,994	\$77,512	\$80,033	\$506,312
STAFF	\$0	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	\$9,900
EQUIPMENT	\$1,000,000	\$0	\$0	\$12,000	\$12,000	\$12,000	\$12,000	\$1,048,000
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	\$1,064,914	\$69,083	\$71,603	\$85,123	\$88,644	\$91,162	\$93,683	\$1,564,212
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	TOTAL
REALLOCATIONS	\$26,914	\$0	\$0	\$0	\$0	\$0	\$0	\$26,914
EXTRAMURAL	\$1,000,000	\$0	\$0	\$12,000	\$12,000	\$12,000	\$12,000	\$1,048,000
TUITION	\$38,000	\$78,585	\$81,120	\$83,655	\$86,190	\$93,795	\$101,400	\$562,745
TOTAL	\$1,064,914	\$78,585	\$81,120	\$95,655	\$98,190	\$105,795	\$113,400	\$1,637,659
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	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	11	13	14	14	14	15	13.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	1	1	1	2	2	2	1.5
TOTAL HEADCOUNT	Year 1 - No data reporting required	12	14	15	16	16	17	15
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	9	9	9	10	10	10	9.5
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	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	9	10	8.2

Attachment 2
Summary of Background Information

Snead State Community College
Associate of Applied Science and Certificate in Machine Tool Technology (CIP 48.0501)

Program Description/Objectives: The proposed AAS and Certificate in Machine Tool Technology Program will prepare individuals to apply technical knowledge and skills to operate machine tools used in the forming of metal components, as well as the fabrication of special tools, dies, jigs and fixtures used in cutting, working and finishing metal components. The program will provide an all-encompassing career path that will allow students the opportunity to train in all facets of machining. In addition to manual machining techniques, students will learn metallurgy, geometric tolerancing and computer numerical control (CNC) processes.

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

Mode of Delivery: This program is primarily designed for face-to-face instruction, although limited online and hybrid course options will be offered for select theoretical topics (up to 20%).

Work-Based Learning: Snead currently offers a local registered apprenticeship with four companies in the field of Industrial Systems Technology program, and is in the process of creating a new apprenticeship for its Welding Technology program. Preliminary meetings have been held with a local food equipment manufacturer that specializes in machining and has agreed to work with the College to offer the first machine tool apprenticeship program.

Similar Programs: Trenholm State Community College offers an AAS and Certificate in Machine Tool Technology at the same CIP. The following colleges offer AAS and Certificate programs at CIP 48.0507: Bevell State Community College, Drake State Community and Technical College, Gadsden State Community College, Shelton State Community College, Wallace Community College - Dothan, Wallace State Community College - Hanceville, Wallace State Community College – Selma; and Enterprise State Community College offers an AAS degree only. Although there are several programs within the state, employers within Marshall County have expressed concern that graduates of this particular program are not willing to travel nor move to Marshall County to attain a position.

Relationship to Existing Offerings: The Machine Tool Technology program will be an addition to the current programs in Career Technical Education such as Welding Technology, Avionics Technology, and Industrial Technician. The College will create eighteen new courses for the proposed program.

Specialized Accreditation: The Machine Tool Technology program will seek accreditation through the National Institute for Metalworking Skills (NIMS), a nonprofit organization that accredits training programs in manufacturing to ensure they meet industry standards. In addition, NIMS also offers industry-recognized credentials, and graduates will be prepared to sit for NIMS certification examinations.

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 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:

- Computer Controlled Machine Tool Operators (SOC 51-4011)
- Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic (SOC 51-4031, included on the Statewide In-Demand Occupations list),
- Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC 51-4032)
- Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC 51-4034).

Businesses in SND's service area have expressed a need to hire trained machine tooling workers. According to an Emsi analysis of the machine tool career field, companies within a 60-mile radius of the College will see an average 7.8 percent increase in machine tool positions through the year 2030. The proposal includes letters from the following potential local business and industry partners and employers: S&S Welding; Dixie Grinders; Marshall County Economic Development Council; Marshall County Manufacturers Association; Marshall Precision Manufacturing, Inc.; and Mueller Company.

Resources and Facilities: The proposed program will require one full-time faculty member and one adjunct who will hold an AAS degree in machine tool technology or a closely related field. They will have, at a minimum, three years of experience in the field or 3 years prior teaching experience. The College prefers an industry certification from the National Institute of Metalworking Skills. Beginning in year 2, the program will require one part-time staff member. The program will benefit from the new Workforce Skills Training Center, a 50,000-square-foot training facility set to open in Guntersville in Fall 2024. The Center will include facilities to support training in Welding, Machine Tool, Advanced Manufacturing, and HVAC/R and is fully funded through federal and state investments.

Program Budget: The proposal projects that \$1,564,212 in new funds will be required to support the program over the first seven years. The program will be supported by \$1,000,000 in federal extramural funds to support start-up equipment purchases, along with \$48,000 in local and other extramural funds for materials and supplies. Over the first seven years, the program is expected to generate \$562,745 through tuition and require modest reallocations of \$26,914 in Year 1.

Attachment 3

**Snead State Community College
 Associate of Applied Science and Certificate in Machine Tool Technology (CIP 48.0501)**

Associate Degree

Course Number and Title	Number of Credit Hours	*If New Course
General Education Courses	15-16	
MTH 116, 100, 110,112,113, or 125	3	
MTH 100, BIO, CHM, AST, GEO 101, PHS, or PHY	3-4	
ENG 101	3	
Hum/Fine Arts- ART, FRN, HUM, MUS, PHL, THR	3	
ANT, ECO, GEO 100, HIS, POL, SOC	3	
Program Core Courses	55	
MTT 121 Basic Print Reading for Machinists	3	*
MTT 127 Metrology	3	*
MTT 128 Geometric Dimensioning and Tolerancing I	3	*
MTT 139 Basic Computer Numerical Control	3	*
MTT 147 Introduction to Machine Shop I	3	*
MTT 148 Introduction to Machine Shop I Lab	3	*
MTT 202 Machine Maintenance and Repair	3	*
MTT 108 Machine Handbook Functions I	3	*
MTT 149 Introduction to Machine Shop II	3	*
MTT 150 Introduction to Machine Shop II Lab	3	*
MTT 123 Engine Lathe Lab I	3	*
MTT 162 Precision Grinding	3	*
MTT 137 Milling I	3	*
MTT 138 Milling I Lab	3	*
MTT 219 Computer Numerical Control Graphics: Turning	3	*
MTT 140 Basic Computer Numerical Control Turning Programming I	3	*
MTT 141 Basic Computer Numeric Control Milling Programming I	3	*
MTT 241 CNC Milling Lab I	3	*
WKO 101 Workplace Skills	1	
Total Hours Required for AAS	70-71	

Certificate

Course Number and Title	Number of Credit Hours	*If New Course
General Education	6	
ENG 101	3	
MTH 116, 100, 110,112,113, or 125	3	
Core Courses	36	
MTT 121 Basic Print Reading for Machinists	3	*
MTT 127 Metrology	3	*
MTT 128 Geometric Dimensioning and Tolerancing I	3	*
MTT 139 Basic Computer Numerical Control	3	*
MTT 147 Introduction to Machine Shop I	3	*
MTT 148 Introduction to Machine Shop I Lab	3	*
MTT 202 Machine Maintenance and Repair	3	*
MTT 108 Machine Handbook Functions I	3	*
MTT 149 Introduction to Machine Shop II	3	*
MTT 150 Introduction to Machine Shop II Lab	3	*
MTT 154 Metallurgy	3	
MTT 162 Precision Grinding	3	*
Total Hours Required for Certificate	42	

DECISION ITEM: I-10

Wallace Community College- Selma, Associate of Applied Science and Certificate in Modern Manufacturing (CIP 15.0613)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) and Certificate (CER) in Modern Manufacturing.

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 2024-25 will be at least 11.3, 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.

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

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed program will replace the current AAS and CER in Industrial Maintenance Technology, and as such will require minimal new investment to deliver.
2. The new program configuration will greatly enhance the options for students who wish to enter the field of Modern Manufacturing.
3. The program will prepare students for employment in careers that are all included on the Alabama In-Demand Occupations list.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace Community College- Selma proposal, dated June 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: Wallace Community College- Selma								
PROGRAM: Associate of Applied Science and Certificate in Modern Manufacturing (CIP 15.0613)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
FACULTY	\$10,000	\$10,000	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000	\$90,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$20,000	\$10,000	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000	\$100,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	TOTAL
INTERNAL REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$16,848	\$28,080	\$31,824	\$35,568	\$39,312	\$41,184	\$46,800	\$239,616
TOTAL	\$16,848	\$28,080	\$31,824	\$35,568	\$39,312	\$41,184	\$46,800	\$239,616
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	10	12	14	16	17	20	14.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	10	10	10	10	10	10	10
TOTAL HEADCOUNT	Year 1 - No data reporting required	20	22	24	26	27	30	24.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	7	17	9	8	22	11.3
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	5	9	6	6	14	6	7.7

Attachment 2
Summary of Background Information

Wallace Community College- Selma
Associate of Applied Science and Certificate in Modern Manufacturing (CIP 15.0613)

Program Description/Objectives: The proposed AAS and Certificate in Modern Manufacturing will prepare students to find work as maintenance and repair workers; supervisors of production and operating workers; and as multiple machine tool setters, operators, and tenders. In addition to learning soft skills such as ethics, problem solving, conflict resolution, and time management, students will gain real-world work experience through the program's work-based learning activities, and they will learn the technical skills needed to be successful in the workplace through the modern manufacturing curriculum.

Role: The proposed program is within the instructional role for Wallace Community College- Selma (WSS).

Mode of Delivery: This program is primarily designed for in-person format, although limited online and hybrid course options (up to 25%) will be offered for some theory components of the curriculum.

Work-Based Learning: The College's Workforce Development Department and/or the Technical Department will assist students with obtaining apprenticeships with local business and industry early in their college career. When an apprentice graduates from this career training program, he or she will earn an industry-recognized credential.

Similar Programs: Eleven community colleges in Alabama offer an AAS and Certificate in Advanced Manufacturing to meet the local needs of each area workforce. While other programs exist in the state, the location of Wallace Community College dictates the need for a program to serve the people of Dallas, Lowndes, Perry, Hale, Marengo, Greene and Sumter Counties. It is unlikely that students from Selma will travel 60 miles (one way) to attend Trenholm State, or that students from Uniontown will travel 65 miles (one way) to take classes at Shelton State. Wallace's location is central to all counties in the service areas, making programs such as this one accessible to students.

Relationship to Existing Offerings: This program will replace the current AAS and CER in Industrial Maintenance Technology (CIP 47.0303) and draw students from the existing program, which will greatly enhance the options for students who wish to enter the field of Modern Manufacturing.

Specialized Accreditation: No specialized accreditation is available for the proposed degree.

Public Review: The revised program proposal was posted on the Commission website from July 11, 2023 to July 31, 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 Maintenance and Repair Workers, General (SOC 49-9071), Supervisors of Production and Operating Workers (SOC 51-1011), and Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC 51-4081), all of which are included on the 2023 Statewide In-Demand Occupations list. According to the Lightcast (formerly Emsi) Industry Snapshot Report, Alabama had 46,031 unique job postings in manufacturing within the last twelve months with 1,897 employers competing to fill those positions. Job titles included maintenance technicians, machine operators, manufacturing engineers, systems engineers, and material handlers. In the College's service area, there were 4,334 unique job postings in this sector within the last twelve months with 57 employers competing to fill those positions. Job titles included maintenance technicians, first line managers, journeymen, area process managers, and manufacturing excellence managers. It is estimated that, in Wallace's service area, there will be 7,041 jobs in this sector by 2027. This program will assist in fulfilling this need by providing learning experiences that enable graduates to obtain the knowledge, skills, and certifications necessary for gainful employment in Modern Manufacturing.

Program Budget: The proposal projects that \$100,000 in new funds will be required to support the program over the first seven years. The program is expected to generate \$239,616 through tuition. Expenses include the following:

- \$90,000 - The college will hire three part-time faculty members to support program demands. New faculty will be required to have an Associate Degree in Industrial Maintenance Technology.
- \$10,000 – New equipment will be purchased in year one.

Attachment 3

**Wallace State Community College- Selma
 Associate of Applied Science and Certificate in Modern Manufacturing (CIP 15.0613)**

Associate Degree

Course Number and Title	Number of Credit Hours	*If New Course
AAS General Education Core	20-21	
Area I – Written Composition	3	
Area II – Humanities and Fine Arts	6	
Area III – Natural Sciences or Mathematics	6-7	
Area IV – History, Social, and Behavioral Sciences	3	
ORI 101 – Orientation to College	2	
AAS Program Core	42	
WKO 120 – Ready to Work	2	
WKO 121 – Ready to Work	2	
AUT 104 Blueprint Reading	3	
AUT 102 Lean Manufacturing and Industrial Safety	3	
AUT 144 – Manufacturing System, Methods and Processes	3	
AUT 155 - Metrology	3	
AUT 200 – Total Productive Maintenance	2	
LGT 108 - Intro to Logistics	3	
LGT 112 – Warehouse Operations Applications	3	
Program electives (Choose from ELT, INT, or WDT)	18	
Total Hours Required for AAS	62-63	

Certificate

Course Number and Title	Number of Credit Hours	* If New Course
General Education Core	11	
Area I – Written Composition	3	
Area II – Humanities and Fine Arts	3	
Area III – Natural Sciences or Mathematics	3	
Area IV – History, Social, and Behavioral Sciences	2	
Program Core	24	
Area V – Technical Concentration and Electives		
WKO 120 – Ready to Work	2	

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 8, 2023

WKO 121 – Ready to Work	2	
AUT 104 Blueprint Reading	3	
AUT 102 Lean Manufacturing and Industrial Safety	3	
AUT 144 – Manufacturing System, Methods and Processes	3	
AUT 155 - Metrology	3	
AUT 200 – Total Productive Maintenance	2	
LGT 108 - Intro to Logistics	3	
LGT 112 – Warehouse Operations Applications	3	
Total Hours Required for Certificate	35	

INFORMATION ITEM: J-1

Distribution of 2023-2024 Alabama Student Assistance Program (ASAP) Funds

Staff Presenter:

Mrs. Takena V. Jones
Grants and Scholarships Associate

Staff Recommendation:

For information only.

Background:

Due to the elimination of the Federal Leveraging Educational Assistance Partnership (LEAP) Program, the Alabama Student Assistance Program (ASAP) is funded through state appropriations only.

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

The ASAP distribution schedule used for the ASAP complies with the procedure outlined in the Alabama Student Assistance Program Regulations and Commission policy approved on August 21, 1987. Following these guidelines, ACHE staff has compiled the 2023-2024 ASAP Distribution Schedule.

Because most institutions in Alabama have converted from the quarter to the semester system, there will be insufficient funds in January to process second term payments – the normal time for making second term payments. For this reason, second term payments cannot be made until July, 2024 – well after the completion of the second semester.

Supporting Documentation:

1. ASAP distribution policy approved by the Commission on August 21, 1987 (available upon request).
2. 2023-2024 Alabama Student Assistance Program Institutional Distribution of State Funds. Attached.

2023-2024 ALABAMA STUDENT ASSISTANCE PROGRAM					
INSTITUTIONAL DISTRIBUTION OF STATE FUNDS					
	Relative State	% Religion	% Out-of-State	Adjusted State	ASAP
Institution	Need	Majors	Students	Need	FY 24 Funding
Alabama A&M University	4.037062%	0.000000%	41.200000%	2.373792%	352,004
Alabama State University	2.894399%	0.000000%	48.000000%	1.505087%	252,372
Amridge University	0.000000%	19.000000%	42.000000%	0.000000%	5,000
Athens State University	1.579611%	0.020000%	4.100000%	1.514860%	137,731
Auburn University	5.449267%	0.000000%	46.300000%	2.926257%	475,139
Auburn University at Montgomery	2.402233%	0.000000%	21.000000%	1.897764%	209,458
Bevill State Community College	1.191261%	0.000000%	1.900000%	1.168628%	103,870
Birmingham-Southern College	0.348458%	0.540000%	37.900000%	0.217106%	30,383
Bishop State Community College	1.291624%	0.000000%	4.400000%	1.234793%	112,621
Calhoun Community College	2.742216%	0.000000%	2.000000%	2.687372%	239,102
Central Alabama Community College	0.527509%	0.000000%	1.900000%	0.519197%	45,995
Chattahoochee Valley Community College	0.716532%	0.000000%	2.890000%	0.695824%	62,477
Coastal Alabama Community College	2.657294%	0.000000%	8.000000%	2.444711%	231,698
Drake State Community and Technical College	0.490828%	0.000000%	0.600000%	0.487883%	42,797
Enterprise State Community College	0.724467%	0.000000%	2.773000%	0.704377%	63,169
Faulkner University	2.059829%	1.230000%	29.000000%	1.469826%	179,603
Gadsden State Community College	2.213641%	0.000000%	3.000000%	2.147232%	193,014
Herzing University Birmingham	0.486809%	0.000000%	15.760000%	0.410088%	42,446
Huntingdon College	0.539487%	1.520000%	30.330000%	0.378348%	47,040
Jacksonville State University	3.860159%	0.000000%	4.100000%	3.701892%	336,579
Jefferson State Community College	2.873475%	0.450000%	1.700000%	2.824846%	250,547

2023-2024 ALABAMA STUDENT ASSISTANCE PROGRAM						
INSTITUTIONAL DISTRIBUTION OF STATE FUNDS						
	Relative State	% Religion	% Out-of-State	Adjusted State	ASAP	
Institution	Need	Majors	Students	Need	FY 24 Funding	
Lawson State Community College	1.927024%	0.000360%	2.200000%	1.884630%	168,023	
L.B. Wallace State Community College	0.659634%	0.000000%	4.000000%	0.633249%	57,516	
Miles College	1.533175%	0.000000%	34.000000%	1.011895%	133,682	
Northeast Alabama State Community College	0.866863%	0.040000%	0.300000%	0.864263%	75,584	
Northwest-Shoals Community College	1.112136%	0.000000%	2.000000%	1.089893%	96,971	
Oakwood College	1.011798%	7.000000%	69.000000%	0.362527%	88,222	
Reid State Technical College	0.212360%	0.000000%	3.000000%	0.205989%	18,516	
Samford University	3.357154%	2.790000%	71.900000%	1.010705%	292,721	
Shelton State Community College	1.614866%	0.000000%	5.000000%	1.534123%	140,805	
Snead State Community College	0.758850%	0.079770%	7.420000%	0.702589%	66,167	
South University	0.732020%	1.800000%	1.800000%	0.719081%	63,827	
Southern Union State Community College	1.357912%	0.000000%	0.100000%	1.356554%	118,401	
Spring Hill College	0.590711%	1.040000%	59.000000%	0.245816%	51,506	
Stillman College	0.596297%	0.700000%	29.000000%	0.424581%	51,993	
Talladega College	0.464920%	0.000000%	61.280000%	0.180017%	40,538	
Trenholm State Community College	1.166835%	0.000000%	0.010000%	1.166719%	101,740	
Troy University	7.875746%	0.000000%	39.000000%	4.804205%	686,711	
Tuskegee University	2.308586%	0.000000%	34.000000%	1.523666%	201,293	
United States Sports Academy	0.000000%	0.000000%	89.000000%	0.000000%	5,000	
University of Alabama	9.520021%	0.000000%	57.900000%	4.007929%	830,080	

University of Alabama at Birmingham	6.312258%	0.000000%	26.000000%	4.671071%	550,385
University of Alabama Huntsville	2.300687%	0.000000%	24.400000%	1.739319%	200,604
2023-2024 ALABAMA STUDENT ASSISTANCE PROGRAM					
INSTITUTIONAL DISTRIBUTION OF STATE FUNDS					
	Relative State	% Religion	% Out-of-State	Adjusted State	ASAP
Institution	Need	Majors	Students	Need	FY 24 Funding
University of Mobile	0.732970%	2.000000%	14.000000%	0.632407%	63,910
University of Montevallo	1.135228%	0.000000%	15.700000%	0.956997%	98,984
University of North Alabama	1.947036%	0.000000%	18.700000%	1.582940%	169,768
University of South Alabama	4.187136%	0.000000%	37.000000%	2.637896%	365,089
University of West Alabama	1.828491%	0.000000%	18.300000%	1.493877%	159,432
Wallace State Community College - Dothan	1.972264%	0.000000%	1.100000%	1.950569%	171,968
Wallace State Community College - Hanceville	2.101317%	0.000000%	1.190000%	2.076312%	183,220
Wallace State Community College - Selma	0.729545%	0.000000%	0.900000%	0.722979%	63,611
	1.000000				

INFORMATION ITEM: J-2

Troy University, Annual Report of Program Offerings at Dothan and Montgomery Campuses

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

For information only.

Background:

At its meeting on June 11, 2021, the Commission approved a consolidated program inventory for Troy University (TROY). The revision included comprehensive updates to reflect a unified set of programs as well as a systematic review of program offerings approved for delivery at the instructional sites in Dothan and Montgomery. In addition, the Commission approved a streamlined process for Troy University to offer limited program coursework (up to 25% of program-specific courses) at its sites in Dothan and Montgomery with prior notification to ACHE. In keeping with Commission decisions following the merger of Troy State University, Troy State University Montgomery, and Troy State University Dothan to form Troy University, proposed program offerings of more than 25% at the Dothan or Montgomery sites would still require Commission approval. Finally, the Commission requested that Troy University submit an annual report on coursework offered at the Dothan and Montgomery campuses in relation to the academic programs associated with each campus.

The attached report shows the courses offered at each instructional site by term for the 2022-23 academic year. At the Dothan campus, Troy University offered 131 different courses, 36 of which are part of the general studies curriculum and are not considered program offerings. At the Montgomery campus, Troy University offered 87 different courses, 24 of which are part of the general studies curriculum. All courses offered at both sites fell within the percentage of program offering approved for the site.

Supporting Documentation:

1. Troy University, Summary Report of Instructional Offerings at Dothan and Montgomery Campuses for Academic Year 2022-23, Submitted June 27, 2023. Attached.
2. Minutes of Commission meeting of June 11, 2021. Available upon request.

TROY Dothan Campus Instructional Offerings 2022-23

Academic Term *(see key at end)*

Course	Academic Term <i>(see key at end)</i>										Program	Award	CIP	% Dothan campus offering	
	22/FA	22/T1	22/T2	23/SP	23/T3	23/T4	23/SU	23/T5	New at Dothan?						
ART-1133		Y				Y					General Studies	NA	NA	NA	NA
BIO-3347		Y			Y						Nursing	BSN	51.3801	100	100
BIO-3348			Y			Y					Nursing	BSN	51.3801	100	100
BIO-3372		Y			Y	Y					Nursing	BSN	26.0101	100	100
BIO-L347		Y				Y		Y			Nursing	BSN	51.3801	100	100
BIO-L348		Y	Y			Y					Nursing	BSN	51.3801	100	100
BIO-L372		Y			Y	Y		Y			Nursing	BSN	51.3801	100	100
CHM-1142		Y			Y	Y					General Studies	NA	NA	NA	NA
CHM-L142		Y			Y						General Studies	NA	NA	NA	NA
CLA-2260						Y					General Studies	NA	NA	NA	NA
COM-4441			Y								English	BA/BS	23.0101	100	100
CP-6600		Y			Y						Counseling	MS	42.2803	100	100
CP-6601					Y						Counseling	MS	42.2803	100	100
CP-6605		Y									Counseling	MS	42.2803	100	100
CP-6610			Y			Y					Counseling	MS	42.2803	100	100
CP-6642		Y			Y						Counseling	MS	42.2803	100	100
CP-6649			Y			Y					Counseling	MS	42.2803	100	100
CP-6650	Y			Y							Counseling	MS	42.2803	100	100
CP-6651						Y					Counseling	MS	42.2803	100	100
CP-6656			Y								Counseling	MS	42.2803	100	100
CP-6657	Y			Y							Counseling	MS	42.2803	100	100
CP-6658	Y			Y							Counseling	MS	42.2803	100	100
CP-6659				Y				Y			Counseling	MS	42.2803	100	100
CP-6660	Y							Y			Counseling	MS	42.2803	100	100
CP-6665				Y							Counseling	MS	42.2803	100	100
CP-6666								Y			Counseling	MS	42.2803	100	100
CP-6670								Y			Counseling	MS	42.2803	100	100
CP-6671	Y										Counseling	MS	42.2803	100	100
CP-6691		Y									Counseling	MS	42.2803	100	100

TROY Dothan Campus Instructional Offerings 2022-23

Course	Academic Term (see key at end)											New at Dothan?	Program	Award	CIP	% Dothan campus offering
	22/FA	22/T1	22/T2	23/SP	23/T3	23/T4	23/SU	23/T5								
ECE-3385			Y			Y							Early Childhood	BS.Ed/BA.Ed.	13.1210	100
ECE-3391		Y			Y								Early Childhood	BS.Ed/BA.Ed.	13.1210	100
ECE-4401			Y										Early Childhood	BS.Ed/BA.Ed.	13.1210	100
ECE-4454	Y			Y									Early Childhood	BS.Ed/BA.Ed.	13.1210	100
ECE-4474	Y			Y									Early Childhood	BS.Ed/BA.Ed.	13.1210	100
ECE-5544	Y			Y									Early Childhood	MS.Ed.	13.1210	100
ECE-6674	Y			Y									Early Childhood	MS.Ed.	13.1210	100
ECO-2251		Y											Global Business	BSBA	52.0201	100
ECO-4451						Y							Economics	BSBA	52.0601	100
EDU-3303		Y			Y								Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205, 13.1210	100
EDU-3305			Y			Y							Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205, 13.1210	100
EDU-3308		Y			Y								Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205	100
EDU-3310		Y			Y								Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205, 13.1210	100
EDU-4400			Y					Y					Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205, 13.1210	100
EDU-4471			Y					Y					Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205, 13.1210	100
ELE-3360		Y			Y								Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-3361			Y					Y					Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-3362			Y					Y					Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-4454	Y			Y									Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-4474	Y			Y									Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-4481			Y					Y					Elementary Education	BS.Ed/BA.Ed.	13.1202	100

TROY Dothan Campus Instructional Offerings 2022-23

Academic Term *(see key at end)*

Course	Academic Term <i>(see key at end)</i>								New at		Program	Award	CIP	% Dothan campus offering
	22/FA	22/T1	22/T2	23/SP	23/T3	23/T4	23/SU	23/T5	Dothan?					
ELE-6674	Y			Y							Elementary Education	MS.Ed.	13.1202	100
ENG-1101		Y		Y							General Studies	NA	NA	NA
ENG-1102		Y		Y	Y						General Studies	NA	NA	NA
ENG-2205		Y		Y	Y		Y				General Studies	NA	NA	NA
ENG-2206					Y						General Studies	NA	NA	NA
ENG-2211		Y		Y							General Studies	NA	NA	NA
ENG-2212					Y						General Studies	NA	NA	NA
ENG-2244		Y									General Studies	NA	NA	NA
ENG-2245				Y							General Studies	NA	NA	NA
ENG-3371				Y							English	BA/BS	23.0101	100
ENG-4407					Y						English	BA/BS	23.0101	100
ENG-4430		Y									English	BA/BS	23.0101	100
ENG-4432							Y				English	BA/BS	23.0101	100
ENG-4435							Y				English	BA/BS	23.0101	100
ENG-4478				Y							English	BA/BS	23.0101	100
HIS-1111		Y					Y				General Studies	NA	NA	NA
HIS-1112				Y				Y			General Studies	NA	NA	NA
IS-2241		Y		Y	Y						General Studies	NA	NA	NA
LAW-2221				Y							General Studies	NA	NA	NA
MGT-4440							Y				Global Business	BSBA	52.0201	100
MGT-6681							Y				Business Administration	MBA	52.0201	100
MSM-6645							Y				Management	MSM	52.0201	100
MTH-1100				Y							General Studies	NA	NA	NA
MTH-1105							Y				General Studies	NA	NA	NA
MTH-1110		Y									General Studies	NA	NA	NA
MTH-1112		Y		Y				Y			General Studies	NA	NA	NA
MTH-1114		Y									General Studies	NA	NA	NA
MTH-1125				Y							General Studies	NA	NA	NA
MTH-1126							Y				General Studies	NA	NA	NA
MTH-2251		Y					Y				General Studies	NA	NA	NA
MTH-2252				Y				Y			General Studies	NA	NA	NA
MTH-3311		Y									Mathematics	BA/BS	27.0101	100

TROY Dothan Campus Instructional Offerings 2022-23

Academic Term (see key at end)

Course	Academic Term								New at		Program	Award	CIP	% Dothan campus offering
	22/FA	22/T1	22/T2	23/SP	23/T3	23/T4	23/SU	23/T5	Dothan?					
MTH-3318						Y					Mathematics	BA/BS	27.0101	100
MTH-3325			Y								Mathematics	BA/BS	27.0101	100
MTH-3331		Y									Mathematics	BA/BS	27.0101	100
MTH-4412					Y						Mathematics	BA/BS	27.0101	100
MTH-4424					Y						Mathematics	BA/BS	27.0101	100
MTH-4441			Y								Mathematics	BA/BS	27.0101	100
MUS-1131			Y		Y						General Studies	NA	NA	NA
PHI-2203		Y									General Studies	NA	NA	NA
PHI-2204					Y						General Studies	NA	NA	NA
PSY-2200		Y			Y						Psychology	BA/BS	42.0101	100
PSY-2210			Y			Y					Psychology	BA/BS	42.0101	100
PSY-2230		Y				Y					Psychology	BA/BS	42.0101	100
PSY-3301		Y	Y			Y					Psychology	BA/BS	42.0101	100
PSY-3304							Y				Psychology	BA/BS	42.0101	100
PSY-3311			Y					Y			Psychology	BA/BS	42.0101	100
PSY-3322						Y					Psychology	BA/BS	42.0101	100
PSY-3332								Y			Psychology	BA/BS	42.0101	100
PSY-3340		Y									Psychology	BA/BS	42.0101	100
PSY-3360			Y								Psychology	BA/BS	42.0101	100
PSY-3380							Y				Psychology	BA/BS	42.0101	100
PSY-4434							Y				Psychology	BA/BS	42.0101	100
PSY-6606									Y		Psychology	BA/BS	42.0101	100
PSY-6645			Y					Y			Psychology	BA/BS	42.0101	100
PSY-6670			Y					Y			Psychology	BA/BS	42.0101	100
QM-2241			Y								Global Business	BSBA	52.0201	100
QM-3345											Global Business	BSBA	52.0201	100
RED-3310			Y								Elementary Education	BS.Ed/BA.Ed.	13.1202	100
RED-4401				Y				Y			Elementary Education	BS.Ed/BA.Ed.	13.1202	100
RED-4465		Y									Elementary Education	BS.Ed/BA.Ed.	13.1202	100
RED-4483			Y				Y				Elementary Education	BS.Ed/BA.Ed.	13.1202	100
REL-2280											General Studies	NA	NA	NA
SCI-2233			Y								General Studies	NA	NA	NA

TROY Dothan Campus Instructional Offerings 2022-23

Academic Term (see key at end)

Course	Academic Term										New at Dothan?	Program	Award	CIP	% Dothan campus offering
	22/FA	22/T1	22/T2	23/SP	23/T3	23/T4	23/SU	23/T5							
SCI-L233		Y			Y							General Studies	NA	NA	NA
SED-4454	Y			Y								Elementary Education	BS.Ed/BA.Ed.	13.1202	100
SPE-3305					Y							Elementary Education	BS.Ed/BA.Ed.	13.1202	100
SPE-3340		Y			Y		Y					Elementary Education	BS.Ed/BA.Ed.	13.1202	100
SPE-4407			Y				Y					Elementary Education	BS.Ed/BA.Ed.	13.1202	100
SPE-6654				Y								Elementary Education	MS.Ed.	13.1202	100
SPE-6697					Y							Elementary Education	MS.Ed.	13.1202	100
SWK-7701			Y									Social Work	MSW	44.0701	100
SWK-7703			Y									Social Work	MSW	44.0701	100
SWK-7705		Y										Social Work	MSW	44.0701	100
SWK-7707					Y							Social Work	MSW	44.0701	100
SWK-7722		Y										Social Work	MSW	44.0701	100
SWK-7769					Y							Social Work	MSW	44.0701	100
THE-1130		Y						Y				Social Work	MSW	44.0701	100
THE-2211					Y							General Studies	NA	NA	NA
THE-4451		Y										General Studies	NA	NA	NA
TROY-1101		Y										General Studies	NA	NA	NA
Troy University Academic Terms															
22/FA	16-week semester from August to December 2022														
22/T1	9-week term from August to October 2022														
22/T2	9-week term from October to December 2022														
23/SP	16-week semester from January to May 2023														
23/T3	9-week term from January to March 2023														
23/T4	9-week term from March to May 2023														
23/SU	9-week semester from May to July 2023														
23/T5	9-week term from May to July 2023														

TROY Montgomery Campus Instructional Offerings 2022-23

Course	Academic Term (see key at end)												New at MGM?	Program	Award	CIP	% Montgomery offering	Notification needed?
	22/FA	22/T1	22/T2	23/SP	23/T3	23/T4	23/SU	23/T5	Y	Y	Y	Y						
ANT-2200													Y	General Studies	NA	NA	NA	
BIO-1100		Y	Y			Y		Y		Y				Nursing	ASN	51.3801	100	
BIO-3347		Y	Y			Y		Y		Y				Nursing	BSN	51.3801	100	
BIO-3348		Y	Y			Y		Y		Y				Nursing	BSN	51.3801	100	
BIO-3372		Y	Y			Y		Y		Y				Nursing	BSN	26.0101	100	
BIO-L100		Y	Y			Y		Y		Y				Nursing	ASN	51.3801	100	
BIO-L347		Y	Y			Y		Y		Y				Nursing	BSN	51.3801	100	
BIO-L348		Y	Y			Y		Y		Y				Nursing	BSN	51.3801	100	
BIO-L372		Y	Y			Y		Y		Y				Nursing	BSN	51.3801	100	
CHM-1142		Y	Y			Y		Y		Y				General Studies	NA	NA	NA	
CHM-1143													Y	General Studies	NA	NA	NA	
CHM-L142		Y	Y							Y				General Studies	NA	NA	NA	
CHM-L143													Y	General Studies	NA	NA	NA	
CP-6600		Y												Counseling	MS	42.2803	100	
CP-6601								Y						Counseling	MS	42.2803	100	
CP-6605		Y												Counseling	MS	42.2803	100	
CP-6610			Y							Y				Counseling	MS	42.2803	100	
CP-6642		Y	Y					Y						Counseling	MS	42.2803	100	
CP-6649														Counseling	MS	42.2803	100	
CP-6650	Y			Y										Counseling	MS	42.2803	100	
CP-6651								Y						Counseling	MS	42.2803	100	
CP-6656			Y											Counseling	MS	42.2803	100	
CP-6657				Y										Counseling	MS	42.2803	100	
CP-6659				Y					Y					Counseling	MS	42.2803	100	
CP-6660	Y								Y					Counseling	MS	42.2803	100	
CP-6666	Y													Counseling	MS	42.2803	100	
CP-6670	Y													Counseling	MS	42.2803	100	
CP-6671				Y										Counseling	MS	42.2803	100	
CP-6691		Y						Y						Counseling	MS	42.2803	100	
CS-2250		Y												Computer Science	BA/BS	11.0101	100	
CS-2255			Y											Computer Science	BA/BS	11.0101	100	

TROY Montgomery Campus Instructional Offerings 2022-23

Course	Academic Term (see key at end)								New at MGM?	Program	Award	CIP	% Montgomery offering	Notification needed?
	22/FA	22/T1	22/T2	23/SP	23/T3	23/T4	23/SU	23/T5						
ENG-1100		Y	Y			Y			General Studies	NA	NA	NA		
ENG-1101		Y			Y	Y			General Studies	NA	NA	NA		
ENG-1102				Y	Y		Y		General Studies	NA	NA	NA		
ENG-2205						Y	Y		General Studies	NA	NA	NA		
ENG-2211					Y				General Studies	NA	NA	NA		
ENG-2212						Y			General Studies	NA	NA	NA		
IS-2241			Y				Y		General Studies	NA	NA	NA		
IS-3310					Y				Global Business	BSBA	52.0201	100		
LDR-1100					Y				General Studies	NA	NA	NA		
MTH-1100		Y	Y				Y		General Studies	NA	NA	NA		
MTH-1105		Y	Y			Y			General Studies	NA	NA	NA		
MTH-1110			Y						General Studies	NA	NA	NA		
MTH-1112		Y	Y		Y				General Studies	NA	NA	NA		
MTH-2201			Y						General Studies	NA	NA	NA		
PSY-2200		Y			Y				General Studies	NA	NA	NA		
PSY-2210			Y			Y			Psychology	BA/BS	42.0101	100		
PSY-2210			Y						Psychology	BA/BS	42.0101	100		
PSY-2230			Y						Psychology	BA/BS	42.0101	100		
PSY-3301		Y			Y				Psychology	BA/BS	42.0101	100		
PSY-3311						Y			Psychology	BA/BS	42.0101	100		
PSY-3312						Y			Psychology	BA/BS	42.0101	100		
PSY-3315		Y					Y		Psychology	BA/BS	42.0101	100		
PSY-3322					Y				Psychology	BA/BS	42.0101	100		
PSY-3380			Y						Psychology	BA/BS	42.0101	100		
PSY-4459		Y							Psychology	BA/BS	42.0101	100		
PSY-4474		Y							Psychology	BA/BS	42.0101	100		
PSY-4476					Y				Psychology	BA/BS	42.0101	100		
PSY-6606							Y		Counseling	MS	42.2803	100		
PSY-6628		Y							Applied Behavior Analysis	MS	42.2814	100		
PSY-6630			Y						Applied Behavior Analysis	MS	42.2814	100		
PSY-6632			Y						Applied Behavior Analysis	MS	42.2814	100		
PSY-6641		Y							Applied Behavior Analysis	MS	42.2814	100		
PSY-6643					Y				Applied Behavior Analysis	MS	42.2814	100		
PSY-6645			Y				Y		Psychology	MS	42.0101	100		
PSY-6647			Y						Applied Behavior Analysis	MS	42.2814	100		
PSY-6649		Y							Applied Behavior Analysis	MS	42.2814	100		

TROY Montgomery Campus Instructional Offerings 2022-23

Course	Academic Term (see key at end)					New at MGM?	Program	Award	CIP	% Montgomery offering	Notification needed?
	22/FA	22/T1	22/T2	23/SP	23/T3						
PSY-6654					Y		Applied Behavior Analysis	MS	42.2814	100	
PSY-6656						Y	Counseling	MS	42.2803	100	
PSY-6670						Y	Counseling	MS	42.2803	100	
PSY-6671	Y						Applied Behavior Analysis	MS	42.2814	100	
PSY-6672			Y				Applied Behavior Analysis	MS	42.2814	100	
PSY-6673				Y			Applied Behavior Analysis	MS	42.2814	100	
PSY-6674	Y						Applied Behavior Analysis	MS	42.2814	100	
PSY-6676			Y				Applied Behavior Analysis	MS	42.2814	100	
PSY-6677				Y			Applied Behavior Analysis	MS	42.2814	100	
PSY-6681						Y	Counseling	MS	42.2803	100	
SCI-2233		Y					General Studies	NA	NA	NA	
SCI-L233		Y					General Studies	NA	NA	NA	
SPN-1141					Y		General Studies	NA	NA	NA	
SWK-7701			Y				Social Work	MSW	44.0701	100	
SWK-7703			Y				Social Work	MSW	44.0701	100	
SWK-7705		Y					Social Work	MSW	44.0701	100	
SWK-7707					Y		Social Work	MSW	44.0701	100	
SWK-7740		Y					Social Work	MSW	44.0701	100	
SWK-7769					Y		Social Work	MSW	44.0701	100	
THE-1130		Y					General Studies	NA	NA	NA	
TROY-1101		Y					General Studies	NA	NA	NA	
Troy University Academic Terms											
22/FA	16-week semester from August to December 2022										
22/T1	9-week term from August to October 2022										
22/T2	9-week term from October to December 2022										
23/SP	16-week semester from January to May 2023										
23/T3	9-week term from January to March 2023										
23/T4	9-week term from March to May 2023										
23/SU	9-week semester from May to July 2023										
23/T5	9-week term from May to July 2023										

INFORMATION ITEM: J-3

Implementation of Non-Degree Programs at Senior Institutions

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

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

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

Athens State University

- Undergraduate Certificate in Space Systems Management (CIP 49.0104, Level 1b)
- Undergraduate Certificate in Advanced Software Development (CIP 11.0101, Level 1b)
- Undergraduate Certificate in Fundamentals of Software Development (CIP 11.0101, Level 1b)

Jacksonville State University

- Post-Baccalaureate Certificate in Human Resources Management (CIP 52.1001, Level 6)
- Post-Baccalaureate Certificate in Instructional Leadership (CIP 13.0401, Level 6)

University of Alabama at Birmingham

- Graduate Certificate in Cyber Security Analytics (CIP 11.1003, Level 6)
- Graduate Certificate in Multi-Tiered Approach to Trauma (CIP 51.0999, Level 6)

University of Alabama Huntsville

- Post-Master's Certificate in Adult-Gerontology Acute Care NP (AGACNP) (CIP 51.3801, Level 8)
- Graduate Certificate in Intensive Computer Science Core (CIP 11.0701, Level 6)
- Undergraduate Certificate in Modeling and Simulation (CIP 11.0804, Level 1b)
- Undergraduate Certificate in Cybersecurity (CIP 11.1003, Level 1b)
- Graduate Certificate in Cybersecurity (CIP 11.1003, Level 6)

University of North Alabama

- Undergraduate Certificate in Biological Engineering (CIP 14.4501, Level 1b)
- Undergraduate Certificate in Chemical Engineering (CIP 14.0701, Level 1b)
- Undergraduate Certificate in Engineering Management (CIP 15.1501, Level 1b)
- Undergraduate Certificate in Manufacturing Engineering (CIP 14.3601, Level 1b)
- Undergraduate Certificate in Power Generation Engineering (CIP 14.4801, Level 1b)
- Graduate Certificate in Micro-credential in Project Management (CIP 52.0211, Level 6)
- Graduate Certificate in Micro-credential in Data Analytics (CIP 52.1301, Level 6)

Attachment 1

Summary of Proposed Non-Degree Programs at Senior Institutions

ATHENS STATE UNIVERSITY (ASU)

Undergraduate Certificate in Space Systems Management (CIP 49.0104, Level 1b)

Offered by the Department of Management of Technology within the College of Business, the Undergraduate Certificate in Space Systems Management will prepare students to pursue a career path towards aerospace technology systems management to include avionics, airframe, and power plant; jet and rocket propulsion; mission planning, control, and communications; and manufacturing systems. The certificate offers in this concentration is important as they offer students an incentive to begin the ASM degree a pathway towards obtaining the overall BS-ASM degree. The certificate program will not require work-based or experiential learning. However, some courses will provide students with an immersive experience. The proposed delivery format will be offered fully and online. This certificate requires 15 credit hours.

Undergraduate Certificate in Advanced Software Development (CIP 11.0101, Level 1b)

Offered by the Department of Mathematical, Computer, and Natural Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Advanced Software Development is targeted towards either a non-degree-seeking student or potential graduate student who needs additional background in computer science theory and software development in preparation for future study in the field. The target audience for this certificate is a person who has a degree in information technology, information systems, or related degree who wishes to pursue graduate study in the computing field. The proposed delivery format will be offered both face-to-face and online. This certificate requires 12 credit hours.

Undergraduate Certificate in Fundamentals of Software Development (CIP 11.0101, Level 1b)

Offered by the Department of Mathematical, Computer, and Natural Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Fundamentals of Software Development is targeted toward students who may not have a background in software development but wish to acquire the programming skills required to become a software developer. The certificate will improve students' software development skill and their position in the job market. Upon completion of the certificate, students will be positioned to seek software development certifications from major vendors, such as IBM, Microsoft, Oracle, and others. The proposed delivery format will be offered both face-to-face and online. This certificate requires 12 credit hours.

JACKSONVILLE STATE UNIVERSITY (JSU)

Post-Baccalaureate Certificate in Human Resources Management (CIP 52.1001, Level 6)

Offered by the Department of Management and Marketing within the College of Business and Industry, the Human Resources Management Graduate Certificate objectives of the program are to provide students with the instruction necessary to enhance their personnel management skills, understand state-of-the-art recruitment and selection processes, develop compensation skills, and build employer and employee relations. The program will also assist them in preparing for the Society of Human Resource Management (SHRM) Assurance of Learning Certificate exam. This certificate is designed for individuals seeking management-level roles in human resource management. The proposed delivery format will be offered fully online. This certificate requires 12 credit hours.

Post-Baccalaureate Certificate in Instructional Leadership (CIP 13.0401, Level 6)

Offered by the Department of Counseling and Instructional Support within the College of Education and Professional Studies, the Post Baccalaureate Instructional Leadership Certificate is a graduate-level program designed for education professionals who are seeking administrative certification in order to pursue leadership roles in their school systems. The proposed delivery format will be fully online. This certificate requires 18 credit hours.

UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)

Graduate Certificate in Cyber Security Analytics (CIP 11.1003, Level 6)

Offered by the Department of Computer Science within the College of Arts and Science, the Graduate Certificate in Cyber Security Analytics will provide a professional, technical, and policy view of cyber security, machine learning, and data analytics challenges created by rapid advancements in information technology. This certificate is intended for students who are interested in training in the core areas of cyber security, machine learning, and data analytics. The certificate will help develop fundamental skills, including familiarity with industrial practices, methods, and problem-solving skills. The program is intended to increase the pipeline of prospective employees involved with protecting physical and virtual systems vital to the U.S., whose incapacitation would have a debilitating effect on national security and the nation's economic system. This program also seeks to provide current employees in the public and private sectors with an opportunity to obtain meaningful training that will help students gain practical work experience and career advancement. The proposed delivery format will be a combination of both face-to-face and online. This certificate requires 15 credit hours.

Graduate Certificate in Multi-Tiered Approach to Trauma (CIP 51.0999, Level 6)

Offered by the Department of Occupational Therapy within the School of Health Professions, the Multi-Tiered Approach to Trauma Graduate Certificate addresses a societal need to build a diverse workforce across health professions trained in trauma-informed methodologies as defined by the Substance Abuse and Mental Health Administration. This program is intended to prepare students holding a variety of primary health professional licensure or certification roles from previous or concurrent training. The certificate training will enhance students' ability to be effective in their primary professional roles. Graduates of this program will be able to combine Substance Abuse and Mental Health Administration principles with current evidence in their respective professional fields to design individual and system-level interventions. They will be able to implement trauma-informed practices within their organizations, communities, and professions. They will be able to contribute to the evidence base of trauma-informed care principles and approaches to advance the provision of trauma-informed care in the professional care environment. The proposed delivery format will be fully online. This certificate requires 15 credit hours.

UNIVERSITY OF ALABAMA HUNTSVILLE (UAH)

Post-Master's Certificate in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) (CIP 51.3801, Level 8)

Offered by the College of Nursing, the Post-Master's Certificate in Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) is designed for individuals who have already earned a Master of Science in Nursing but who desire additional preparation for the AGACNP Certification. Students must be formally admitted to the program to enroll and meet identical academic standards as those enrolled in the master's program. Graduates from this program are eligible to sit for the AGACNP national certification examination. The proposed delivery format will be a combination of both face-to-face and online. This certificate requires 24 to 33 credit hours.

Graduate Certificate in Intensive Computer Science Core (CIP 11.0701, Level 6)

Offered by the Department of Computer Science within the College of Science, the Intensive Computer Science Core is designed to equip students with a computer science certification after they complete intense computing courses. This graduate certificate teaches the concepts and tools required for software engineering, database administration, and website building. The certificate will also give basic knowledge in computer science that is useful in both the industry and for career growth. The proposed delivery format will be face-to-face and online. This certificate requires 12 credit hours.

Undergraduate Certificate in Modeling and Simulation (CIP 11.0804, Level 1b)

Offered by the Department of Computer Science within the College of Science, the Undergraduate Certificate in Modeling and Simulation is a program that focuses on using models and their simulation to improve engineering processes and provide practical means for system of systems integration planning, improve live test planning, and represent system attributes not easily examined in real-time. UAH's Computer Science Department has offered a graduate level Modeling and Simulation Certificate for many years, and this certificate is designed to meet a growing need among undergraduates from Computer Science and related fields. The proposed delivery format will be in-person and online. This certificate requires 12 credit hours.

Undergraduate Certificate in Cybersecurity (CIP 11.1003, Level 1b)

Offered jointly by the College of Engineering Department of Electrical and Computer Engineering and the College of Science Department of Computer Science, the Undergraduate Certificate in Cybersecurity provides a cybersecurity credential for those students interested in this area. Some may be local professionals who have already graduated with a BS in Computer Science or a BS in Computer Engineering, while others may be students who are pursuing a related bachelor's degree and want to a specific cybersecurity credential. Cybersecurity continues to be a major focus in the world of computing, as evidenced by known cyberattacks. Coursework in this area is a major current need for undergraduate students in computing and is considered a desirable job skill. The proposed delivery format will be face-to-face with online offered occasionally. This certificate requires 12 credit hours.

Graduate Certificate in Cybersecurity (CIP 11.1003, Level 6)

Offered jointly by the College of Engineering Department of Electrical and Computer Engineering and the College of Science Department of Computer Science, the Graduate Certificate in Cybersecurity provides a cybersecurity credential for those with a master's-level background in related fields. Cybersecurity continues to be a major focus in the world of computing, as evidenced by known cyberattacks. Coursework in this area continues to be a major ongoing need for both graduate and undergraduate students in computing and is considered a desirable job skill. The proposed delivery format will be offered face-to-face and online. This certificate requires 15 credit hours.

UNIVERSITY OF NORTH ALABAMA (UNA)

Undergraduate Certificate in Biological Engineering (CIP 14.4501, Level 1b)

Offered by the Department of Engineering and Industrial Professions within the College of Arts, Sciences, and Engineering, the Undergraduate Certificate in Biological Engineering will equip students with the necessary skills to evaluate and design biotechnology-related systems, processes, materials, and products. Upon completion, students will demonstrate an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. Students will be prepared to pursue careers in biological industries, including pharmaceuticals, bio-based materials, environmental conservation, renewable energy, and food and beverage production. The proposed delivery format will be in-person only. This certificate requires 24 credit hours.

Undergraduate Certificate in Chemical Engineering (CIP 14.0701, Level 1b)

Offered by the Department of Engineering and Industrial Professions within the College of Arts, Sciences, and Engineering, the Undergraduate Certificate in Chemical Engineering will equip students with the necessary skills to evaluate and design systems, equipment, processes, and products commonly encountered in chemical-related industries. Upon completion, students will demonstrate the ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. Students will communicate effectively with a range of audiences and will recognize ethical and professional responsibilities in engineering situations and make informed judgments. Students will be prepared to pursue careers as process or production engineers in various chemical industries, including petroleum, paper, detergents, plastics, and rubber. The proposed delivery format will be in-person only. This certificate requires 25 credit hours.

Undergraduate Certificate in Engineering Management (CIP 15.1501, Level 1b)

Offered by the Department of Engineering and Industrial Professions within the College of Arts, Sciences, and Engineering, the Undergraduate Certificate in Engineering Management will equip students with broad skills combining technical engineering skills and topics with contemporary management processes and practices to equip engineers with a more complete understanding of the industries to which they contribute. Upon completion, students will demonstrate the ability to identify, formulate, and solve complex engineering problems by applying engineering, science, and mathematics principles. Students will develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. Students will be equipped to make technical and economic decisions related to process optimization, plant operations, and product development. The proposed delivery format will be offered in-person only. This certificate requires 15 credit hours.

Undergraduate Certificate in Manufacturing Engineering (CIP 14.3601, Level 1b)

Offered by the Department of Engineering and Industrial Professions within the College of Arts, Sciences, and Engineering, the Undergraduate Certificate in Manufacturing Engineering will equip students with broad skills combining technical engineering skills and topics with contemporary management processes and practices to equip engineers with a more complete understanding of the industries to which they contribute. Upon completion, students will demonstrate the ability to identify, formulate, and solve complex engineering problems by applying engineering, science, and mathematics principles. Students will be able to communicate effectively with a range of audiences and recognize ethical and professional responsibilities in engineering situations and make informed judgments. Students will have the ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. Students will be prepared to pursue careers in factories or production plants. The proposed delivery format will be offered in-person only. This certificate requires 24 credit hours.

Undergraduate Certificate in Power Generation Engineering (CIP 14.4801, Level 1b)

Offered by the Department of Engineering and Industrial Professions within the College of Arts, Sciences, and Engineering, the Undergraduate Certificate in Power Generation Engineering will equip students with the necessary skills to evaluate and troubleshoot systems, equipment, and processes commonly encountered in electric power generation facilities (e.g., fossil, nuclear, solar, wind, hydro, etc.). The program is designed for individuals who want to enhance their expertise in the field of power generation or those seeking to enter the industry. The proposed delivery format will be offered in-person only. This certificate requires 25 credit hours.

Graduate Certificate: Micro-Credential in Project Management (CIP 52.0211, Level 6)

Offered by the Department of Management and Marketing within Sanders College of Business and Technology, the Graduate Micro-Credential in Project Management is designed to for professionals seeking additional training in project management for career advancement. This micro-credential will be stackable with the MBA should students later choose to go through the entire MBA program. UNA has

offered a Graduate Certificate in Project Management, and the institution intends to close that program and replace the curriculum with the micro-credential. The proposed delivery format will be fully online. This certificate requires 14 credit hours.

Graduate Certificate: Micro-credential in Data Analytics (CIP 52.1301, Level 6)

Offered by the Department of Finance, Economics, and Data Analytics within Sanders College of Business and Technology, the Graduate Micro-Credential in Data Analytics is designed for professionals seeking additional training in data analytics for career advancement. This micro-credential will be stackable with the MBA should students later choose to go through the entire MBA program. The proposed delivery format will be fully online. This certificate requires 12 credit hours.

INFORMATION ITEM: J-4

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

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

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.

Bishop State Community College **CIP Code**

Cybersecurity	11.0101
Networking	11.0101
Programming	11.0101
Advanced Engineering Technologies	15.0499
Automotive/Diesel Technology	47.0605

Central Alabama Community College **CIP Code**

Barbering to Cosmetology	12.0401
Esthetics to Cosmetology	12.0401

Chattahoochee Valley Community College **CIP Code**

Kinesiology/Exercise Science	31.0507
Wellness and Personal Trainer	31.0599

Coastal Alabama Community College **CIP Code**

General Education	24.0102
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Gadsden State Community College **CIP Code**

Diesel Technology	47.0605
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Jefferson State Community College **CIP Code**

Emergency Medical Services Paramedic	51.0904
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Snead State Community College **CIP Code**

Machine Tool	48.0501
Machine Tool Technician	48.0501
HVAC	15.0501
HVAC Technician	15.0501

Wallace State Community College (Hanceville) CIP Code

Additive Manufacturing	15.0000
Construction Basics	15.0000
Corrections	43.0107
Forensic Psychology	43.0107
Private Security	43.0107
Electrical Vehicle Specialist in Automotive	47.0604
Electrical Vehicle Specialist in Diesel	47.0605
Commercial Transportation Specialist	47.0605
CNC Advanced	48.0507
Health Informatics	51.0707

INFORMATION ITEM: J-5

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

Athens State University	11.0101 11.1003	Information Security Certificate, STC Cybersecurity Certificate, STC
Auburn University	40.0699 30.3801	Geology/Earth Science, PhD Earth System Science, PhD
Auburn University	50.0404 11.0105	Industrial and Product Design, MInDsn Human-Centered Technology Design, MInDsn
University of Alabama	19.0101 19.0101	Human Environmental Sciences, BSHES Human Environmental Sciences, BS
University of Alabama	19.0101 19.0101	Human Environmental Sciences, MSHES Human Environmental Sciences, MS
University of Alabama	19.0401 19.0401	Consumer Sciences, BSHES Consumer Sciences, BS
University of Alabama	19.0901 19.0901	Apparel and Textiles, BSHES Apparel and Textiles, BS
University of Alabama	50.0408 50.0408	Interior Design, BSHES Interior Design, BS
University of Alabama in Huntsville	30.9999 30.9999	Professional Studies, BA/BS Professional Studies, BA
University of Alabama in Huntsville	42.0101 42.0101	Psychology, BA Psychology, BA/BS
University of Alabama in Huntsville	42.0101 42.0101	Psychology, MA Psychology, MS
University of Montevallo	13.0101 13.0101	Teacher Leadership, EdS Curriculum and Teacher Development, EdS

Two-Year Institutions:

NONE

B. Program Inventory Deletions

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

Four-Year Institutions

University of Alabama	13.0401	Educational Leadership, Joint Ed.D with University of Alabama Birmingham
University of Alabama at Birmingham	13.0401	Educational Leadership, Joint Ed.D with University of Alabama
University of North Alabama	52.0201	Graduate Certificate in Project Management

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:

University of Alabama in Huntsville	16.0101	Foreign Language and Global Engagement Certificate
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Two-Year Institutions: NONE

INFORMATION ITEM: J-6

Updates to Academic Units

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs and Other Units of Instruction), a department is an instructional unit encompassing a discrete branch of study, usually located within a division and/or a school or college.

Administrative changes at the department level, such as establishing a new department, combining two or more departments into a single department, or dividing a department into two or more departments, are considered non-substantive and do not require Commission approval. However, before any of these changes may be implemented, they must be presented to the Commission as information items. If the administrative change creates a more prominent unit of instruction such as a division or school, Commission approval as a new unit is required. Establishment or changes to units of administration, research, or public service, are also considered non-substantive.

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

Supporting Documentation:

1. Proposed 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

Proposed Non-Substantive Updates to Academic Units

A. Establishment of Units

- None

B. Unit Name Changes

- None

C. Reorganization of Units

- None

D. Dissolution of Units

- None

INFORMATION ITEM: J-7

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

Four-Year Institutions

Auburn University

1. Change in the name of the Option in Visual Media to Option in Film within the existing BA in Media Studies (CIP 09.0102)
2. Addition of a Concentration in Supply Chain to the existing PhD in Business (CIP 52.0201)

Jacksonville State University

1. Addition of a Concentration in Human Resources Management to the existing MBA in Business Administration (CIP 52.0201)
2. Change in the name of the Concentration in Information Management/ E-Commerce within the BS in Management (CIP 52.0201) to the Concentration in Management Information Systems
3. Change in the name of the Concentration in Design and Automation within the BS in Applied Manufacturing Engineering (CIP 15.0613) to the Concentration in Automation and Robotics
4. Deletion of the Concentration in Drawing within the existing BFA in Art (CIP 50.0701)
5. Curriculum modification for the existing MS in Counselor Education (CIP 13.1101), with total credit hours for School Counseling Concentration increasing to 60 semester credit hours

University of Alabama

1. Addition of a Concentration in Nurse Educator to the existing MSN in Nursing (CIP 51.3801)

University of Alabama at Birmingham

1. Change in the name of the Concentration in Community Health within the BSEd in Community Health and Human Services (CIP 51.0001) to the Concentration in Health Promotion and Education

University of Alabama Huntsville

1. Addition of a Concentration in Cybersecurity to the existing BSCpE in Computer Engineering (CIP 14.0901)
2. Addition of a Concentration in Leadership and Organizational Studies to the existing BA/BS in Professional Studies (CIP 30.9999)
3. Deletion of the Concentration in Leadership Strategies and Dynamics within the existing BA/BS in Professional Studies (CIP 30.9999)
4. Deletion of the Concentration in Organizational Studies within the existing BA in Professional Studies (CIP 30.9999)

5. Addition of a Concentration in Cybersecurity in Computer Science to the existing BS in Computer Science (CIP 11.0101)

University of North Alabama

1. Addition of a Concentration in Agile Management and Leadership to the existing BBA in Innovation and Entrepreneurship (CIP 52.0701)
2. Addition of a Concentration in E-sport to the existing BS in Sport and Recreation Management (CIP 31.0504)
3. Deletion of the Concentration in Professional Management, Innovation, and Entrepreneurship, within the BBA in Professional Management (CIP 52.0201)

University of West Alabama

1. Addition of an Emphasis in Rural Business to the existing BBA in Business Administration (CIP 52.0201)
6. Addition of an Emphasis in Healthcare Administration to the existing BBA in Business Administration (CIP 52.0201)
7. Addition of an Emphasis in Agri-Business to the existing BBA in Business Administration (CIP 52.0201)
8. Addition of an Emphasis in Agri-Tourism to the existing BBA in Business Administration (CIP 52.0201)

Two-Year Institutions

Bishop State Community College

1. Addition of an Option in Welding Technology to the existing AAS in Process and Maintenance Technology (CIP 15.0404)
2. Addition of an Option in Machine Tool Technology to the existing AAS in Process and Maintenance Technology (CIP 15.0404)
3. Addition of an Option in Process Operation Technology to the existing AAS in Process and Maintenance Technology (CIP 15.0404)
4. Addition of an Option in Electronics Engineering Technology to the existing AAS in Process and Maintenance Technology (CIP 15.0404)
5. Addition of an Option in Industrial Maintenance to the existing AAS in Process and Maintenance Technology (CIP 15.0404)
6. Addition of an Option in Computer-Aided Drafting and Design (CADD) Technology to the existing AAS in Drafting and Design Technology (CIP 15.1301)

Enterprise State Community College

1. Modification of existing curriculum for CER in Avionics Technology (CIP 47.0609)

Northeast Alabama Community College

1. Addition of an Option in Data Center Operation to the existing AAS in Industrial Electronics (CIP 47.0105)

Wallace State Community College – Hanceville

1. Addition of an Option in Hotel and Restaurant Management to the existing CER in Culinary Arts (CIP 12.0503)
2. Addition of an Option in Culinary/Nutrition Science Management to the existing CER in Culinary Arts (CIP 12.0503)
3. Addition of an Option in Hotel and Restaurant Management to the existing AAS in Culinary Arts (CIP 12.0503)
4. Addition of an Option in Culinary/Nutrition Science Management to the existing AAS in Culinary Arts (CIP 12.0503)
5. Addition of an Option in Digital Fabrication to the existing AAS in Engineering Technology (CIP 15.0000)
6. Addition of an Option in Electrical Technology to the existing CER in Industrial Electronics Technology (CIP 47.0105)
7. Addition of an Option in Electrical Technology to the existing AAS in Industrial Electronics Technology (CIP 47.0105)

INFORMATION ITEM: J-8

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.

Auburn University

- Post-Baccalaureate Certificate in Automotive Manufacturing Systems (CIP 14.3501)

Jacksonville State University

- MS in Manufacturing Systems Technology (CIP 15.9999) – distance education modality retained; other modalities closed

University of West Alabama

- BA/BS in Sociology (CIP 45.1101)

Supporting Documentation:

1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-1-.10. Available upon request.
2. Written unpublished documentation provided by the institutions. Available upon request.

INFORMATION ITEM: J-9

Summary of Post-Implementation Reports

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

For information only.

Background:

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.

The following reports have been received:

Programs Meeting Post-Implementation Conditions

- None

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.