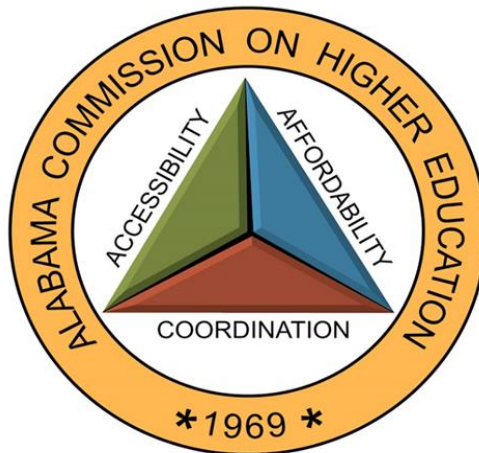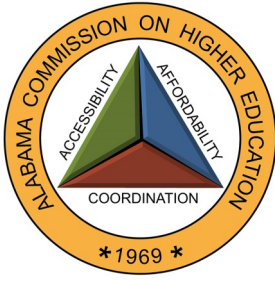RSA Union Building,
100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
Fax: 334-242-2269
Website: www.ache.edu

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

March 13, 2020
10:00 a.m.

AGENDA
ALABAMA COMMISSION ON HIGHER EDUCATION
RSA Union Building, 9th Floor
Public Service Commission Hearing Room

March 13, 2020
10:00 a.m.

I. Call to Order / Pledge of Allegiance

II. Roll Call of Members and Determination of Quorum

III. Approval of Agenda

V. Chairman's Report
Commissioner Charles Sanders

VI. Executive Director's Report
Dr. Jim Purcell
- Employment Outcomes Report
- National Student Clearinghouse graduation rate

VII. Discussion Items
- Legislative Updates

VIII. Decision Items

Staff Presenter: Mrs. Margaret Gunter

B. Academic Programs

Staff Presenter : Dr. Robin McGill

Staff Presenter : Dr. Robin McGill

3. University of Alabama at Birmingham
Staff Presenter: Dr. Robin McGill

Staff Presenter: Dr. Robin McGill

4. University of North Alabama
Staff Presenter: Dr. Robin McGill

Staff Presenter: Dr. Robin McGill

Staff Presenter: Dr. Robin McGill

C. Information Items

D. Adjournment

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ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING
December 6, 2019

</div>

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 6, 2019 in the Public Service Commission Hearing Room, RSA Union Building, Montgomery, Alabama.   Commissioner Sanders called the meeting to order at 10:08 a.m.

II. Roll Call of Members and Determination of Quorum

Dr. Purcell called the roll and affirmed there was a quorum of members present.

Commission Members present: Charles Sanders, Charles Buntin, Stan Pylant, Karen Calametti, Norman Crow, Timothy Gyan, Patricia McGriff, Larry Turner, Stan Nelson, and Rod Scott.

Commission Members absent: Amy Price and Miranda Bouldin-Frost

III. Approval of Agenda

RESOLVED: Commissioner Pylant moved to adopt the published agenda for the December 6, 2019 meeting. Commissioner McGriff seconded.   The agenda was approved.

IV. Consideration of Minutes of September 13, 2019.

RESOLVED: Commissioner Calmetti moved for approval of the September 13, 2019 minutes. Commissioner Crow seconded. Motion carried. The minutes were approved.

V. Chairman's Report

Commissioner Sanders presented Dr. Jack Hawkins, Jr., Chancellor of Troy University, a resolution recognizing his thirty (30) years of service to public higher education which he read into the record of this meeting.

Commissioner Sanders introduced a motion to accept the resolution as presented to Dr. Jack Hawkins. Commissioner Crow moved to accept the motion for approval.   Commissioner Gyan seconded.   Motion carried.

Dr. Hawkins gave thanks to the commissioners for their service. He also thanked ACHE for recognizing higher education challenges and being able to find a balance between regulatory functions and advocacy.

VI. Executive Director's Report

Dr. Purcell reported on the following:

- Preparing Alabamians for the World of Work,
- International Businesses,
- Economic Growth.

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

VII. Discussion Items

- **Initiatives to Address Teacher Shortages**
  Dr. Robin McGill gave an overview of Alabama's teacher shortages and summarized some
  initiatives being introduced that will address the shortages:
  - Teacher Shortage Taskforce aimed at developing short- and long-term
    recommendations to increase the quantity and the quality of teachers.
  - Teacher Quantity Quality Roundtable whose preliminary focus area will be improving
    the certification process and the alignment with needs.
  - Advisory Council for Excellence in STEM(ACES) is tasked with formulating a plan to
    positively shape STEM education across the state.
  - Alabama Recruit and Retain Minority Teachers purpose is to recruit, train, and
    mentor minority teacher candidates.
  - Alabama-Korea Pilot Teacher Education Program is a proposed pilot program that
    would enroll Korean educators in joint master's programs in Alabama institutions.

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

VIII. Decision Items

A. 2018-2019 ACHE Annual Report

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

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

Mrs. Margaret Gunter introduced an Alabama EPSCoR recipient named Ryan Gott. He
presented his work on building plasma technologies for water purification and plant
treatment.

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

B. Distribution of Deferred Maintenance Grant Funds

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

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

C. Executive Budget Request for FY 2020-21

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

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

D. Consolidated Budget Recommendation for FY 2020-21

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

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

E.   Report on Facilities Master Plan and Capital Projects Requests for FY 2020-2021 – FY 2024-2025

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

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

F.   Final Approval of Amendments to the Administrative Procedures for the Alabama Math and Science Teacher Education Program-Loan Repayment Program

Mr. Tim Vick presented the staff recommendation to the Commission with a recommendation for approval.

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

G.   Academic Programs

1.   Auburn University
   a. Master of Science in Educational Research, Measurement and Evaluation (CIP 13.0603)

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

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

   b. Bachelor of Arts in International Studies in Liberal Arts (CIP 24.0199)

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

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

   c. Doctor of Philosophy in Building Construction (CIP 14.0401)

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

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

2.   University of Alabama
   Bachelor of Science in Cyber Security (CIP 11.1003)

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

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

3. University of Alabama at Birmingham
   Bachelor of Science in Engineering in Engineering Design (CIP 14.0101)

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

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

4. University of South Alabama
   a. Bachelor of Science in Business Administration in Supply Chain and Logistics Management (CIP 52.0203)

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

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

   b. Alteration of the Doctor of Science (DSc) in Systems Engineering (CIP 14.2701)

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

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

5. University of West Alabama
   Associate of Science in Tutorial Mathematics (CIP 27.0101)

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

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

6. Bevill State Community College
   Associate in Applied Science and Certificate in Advanced Manufacturing Technology (CIP 15.0613)

   Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

7. Bishop State Community College
   a. Associate in Applied Science in Airframe Technology (CIP 47.0607)

   Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

b. Associate in Applied Science in Power Plant Technology (CIP 47.0608)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

c. Associate in Applied Science in Avionics Technology (CIP 47.0609)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

8. Shelton State Community College
Associate in Applied Science and Certificate in Advanced Manufacturing
(CIP 15.0613)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Scott moved to accept the staff recommendation for approval with an amendment to add "technology" to the name of the program. Commissioner Crow seconded.   Motion carried.

9. Request to Amend Post-Implementation Conditions
a. Drake State Community and Technical College
Associate in Applied Science in Nursing-ADN (CIP 51.3801)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

b. Lawson State Community College
Associate in Applied Science and Certificate in Hospitality Services Management (CIP 52.0999)

Ms. Margaret Pearson presented the staff recommendation to the Commission with a recommendation for approval.

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

c. Alabama State University
Doctor of Philosophy in Educational Leadership, Policy and Law (CIP
13.0401) ………………………………………………………………………………………
Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

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

d. Athens State University

Bachelor of Science in Information Assurance (CIP 52.1201)

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

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

e. Auburn University at Montgomery
Bachelor of Science in Computer Science (CIP 11.0701)

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

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

f. Troy University

Master of Science in Biomedical Sciences (CIP 26.9999)

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

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

g. University of Alabama at Birmingham
Bachelor of Fine Arts in Musical Theatre (CIP 50.0601)

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

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

H.   Information Items

RESOLVED: Commissioner Buntin moved that the Commission accept Information Items 1 through 10 for approval. Commissioner Scott seconded. Motion carried.

1. University of South Alabama: New Exempt Off-Campus Site

2. Bishop State Community College: New Exempt Off-Campus Site

3. Jacksonville State University: New Exempt Off-Campus Site

4. Implementation of Non-Degree Programs at Senior Institutions

5. Changes to the Academic Program Inventory

6. Implementation of New Short Term Certificate Programs (Less than 30 Semester Hours)

7. Implementation of Distance Education Programs

8. Extensions/Alterations to Existing Programs of Instruction

9. Annual Off-Campus Site Follow-Up Report for Academic Year 2018-2019

10. Change in the Name and Establishment of Centers and Departments

I. Adjournment

The meeting was adjourned at 11:59 a.m. The next meeting of the Commission is scheduled for March 13, 2020.

_____
Charles Sanders, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2020.   _____
                                                          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 B. McClintock, Department of Biology, UAB.
Background Information:	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. The current representative from the central district, Dr. Douglas Watson, UAB, is retiring in June. This appointment will expire September 30, 2023.
	Dr. McClintock has four decades of experience as a biologist. He has been internationally recognized for his biologic studies on the Antarctic continent and for freshwater, estuarine and marine environments in the southeastern United States. He has authored over 250 articles in peer-reviewed journals, four books and has received national accolades for his work on climate change.
	Dr. McClintock is highly qualified to serve on the Forever Wild Board. The staff recommends that he be approved.

DECISION ITEM: B-1   Athens State University: Change of Instructional Role

Staff Presenter: Dr. Robin McGill
                                       Director of Instruction and Special Projects

Staff Recommendation: That the Commission approve Athens State University's request
                                       for a change in instructional role to include the master's level.

Background: According to the Code of Alabama, Section 16-5-10 (7), the
                                       Alabama Commission on Higher Education (ACHE) 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 June 2014, Athens State University made a request to ACHE
for a role expansion to the master's level, which did not receive
approval from a majority of the Commissioners, though
thereafter the institution was allowed to submit individual
master's programs for Commission consideration.

In March 2015, the Commission revised its "Guidelines for
Instructional Role" to give greater clarity around the 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 Athens State University (Code of Alabama, Section 16-47A-3[d]) provides that the university may "offer strategic graduate programs approved by the Alabama Commission on Higher Education with the intent to avoid duplication of programs by other state universities and colleges."

2. Athens State University's mission continues to focus on serving the upper-division needs of the state's transfer students, and also includes the delivery of "select graduate programs."

3. Since 2016, Athens State University has successfully implemented three master's-level programs: MS in Global Logistics & Supply Chain Management (CIP 52.0203); MA in Religious Studies (CIP 38.0201); and MEd in Career and Technical Education (CIP 13.1319).

4. In June 2016, Athens State University received approval from its regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), to award graduate degrees as a Level III (master's-granting) institution.

5. Athens State University has demonstrated a commitment to successful implementation of strategic graduate programs that serve the needs of the region and the state and do not needlessly duplicate existing offerings from other institutions within their service area.

Supporting Documentation:

1. Summary of Athens State University's Request for Instructional Role Change, attached.

2. Timeline for Implementation of Master's Programs at Athens State University, attached.

3. Summary of Post-Implementation Performance for Master's-Level Programs at Athens State University, attached.

4. Athens State University, "Graduate Programs Outcomes Assessment Framework," attached.

5. Request for Instructional Role Change full documentation submitted by Athens State University on October 24, 2019. Available upon request.

6. Code of Alabama, Sections 16-5-8 and 16-5-10 on ACHE duties and responsibilities. Available upon request.

7. ACHE "Guidelines for Instructional Role for 2015-2019." Available upon request.

8. Code of Alabama 16-47A-3, stating the mission and objectives of Athens State University. Available upon request.

9. Athens State University's Current Instructional Role Matrix. Available upon request.

Attachment 1
Summary of Athens State University's Request for Instructional Role Change

Institutional Overview:
In May 2012, the Code of Alabama 1975 was amended to remove Athens State University from under the jurisdiction, supervision, and control of the Alabama State Board of Education and Department of Postsecondary Education, and a dedicated Board of Trustees was created for Athens State University (see Code of Alabama, Section 16-47A). This new Board of Trustees was seated on October 1, 2012 and is the first autonomous board to govern the University since it became a public institution in 1975. The authorizing statute indicated that the "overriding mission of the university, unique in Alabama higher education, is to be a university serving the upper division needs of transfer students" (§16-47A-3[b]), and also specified that "the university shall only offer strategic graduate programs approved by the Alabama Commission on Higher Education with the intent to avoid duplication of programs by other state universities and colleges." Consistent with these statutory requirements, Athens State University offers upper-division coursework leading to baccalaureate degrees in 34 programs and master's degrees in 3 programs.

Institutional Mission:
In April 2015, Athens State University adopted a new mission that reflects its current program offerings, including "select graduate programs":

> "The University advances the best interests of its students and the State of Alabama through teaching, service, research and other creative activities to empower students to make valuable contributions in their professional, civic, educational, and economic endeavors. Through innovative communication and course delivery for high-quality undergraduate and select graduate programs, Athens State University provides a supporting environment for each student, demonstrating the importance of the diverse and interdependent nature of our state and society. Athens State University changes the face of Alabama by changing the lives of its students."

Implementation of Graduate Programs:
Over an 18-month timeframe between January 2016 and August 2017, Athens State University implemented three individual single discipline graduate programs, each approved by ACHE as contributing a "strategic benefit" to the State of Alabama:

- MS in Global Logistics & Supply Chain Management (CIP 52.0203)

- MA in Religious Studies (CIP 38.0201)

- MEd in Career & Technical Education (CIP 13.1319)

Each of these programs was designed to provide students with critical skill sets to meet regional workforce needs, without duplicating offerings of other institutions in the northern Alabama region. While these programs are still within their post-implementation review period, preliminary reports indicate that each is exceeding its required numbers for new enrollments and graduates. Summary data is available in Attachment 3.

Institutional Readiness:
In implementing existing graduate offerings, Athens State University has demonstrated that it has the resources, processes, and commitment required to develop and deliver master's-level programs. Under the leadership of the Provost/ Vice President of Academic Affairs, a Graduate Implementation Team conducted a review of existing policies and procedures and produced recommendations for additional policies, procedures, and guidelines to facilitate a smooth transition and ensure academic quality. As part of this implementation team, the Curriculum and Faculty Development Project Team was charged with serving as the inaugural Graduate Council, and the Provost/Vice President for Academic Affairs currently serves as the Graduate Dean. The Curriculum and Faculty Development Team/ Graduate Council developed a broad-based set of fundamental areas appropriate to

the increased rigor of graduate education to serve as a framework for program-specific learning outcomes. These fundamental areas were affirmed by the University's Faculty Senate in October 2015 as part of the "Graduate Programs Outcomes Assessment Framework" (see Attachment 4).

To support graduate student success, Athens State University developed a Graduate Orientation Program, which included a general orientation session, an information fair on campus-wide student support services, and a program-specific orientation hosted by their program's faculty. Orientation activities are now conducted each year with virtual attendance options available for those students who cannot physically travel to campus.

Rationale for Expansion:
Alabama's Governor and the Educational Attainment Committee have recommended the goal of adding 500,000 highly-skilled employees to Alabama's workforce by 2025. The *Success Plus Plan* adds that this goal "equates to roughly 60 percent of the state's working age population holding some type of certificate, credential, or degree." Athens State University's request for a change in instructional role will allow the institution to strengthen its ability to support these statewide educational priorities and also build on the strengths of the institution's established baccalaureate programs.

In addition, Athens State University has a long history of serving students who are faced with financial and family obligations that impact their education. Athens State University maintains that its change of instructional role will enable the institution to continue serving these students with affordable and flexible graduate offerings.

Relationship to Offerings at Other Alabama Public Institutions:
The rapidly evolving workforce needs of the North Alabama area continue to reveal pockets of need. Athens State University will continue to offer programs of study that meet a strategic need for the North Alabama region. The first three graduate programs developed and implemented by the University were carefully researched to ensure sufficient demand and prevent any adverse influence on the enrollments at sister institutions with similar programs.

Future graduate programs will be developed in response to employer and student demand with careful attention to existing programs at peer institutions. According to the *Success Plus Plan*, "in today's credential and skill-based economy, additional opportunities for institutional collaboration and necessary duplication of high-demand programs will need to be increased" (p. 10). This can be evidenced by the growing number of logistics and career and technical education graduates being produced by peer institutions throughout the State. The number of graduates from these programs has not yet reached the projected job openings.

Accreditation:
In Athens State University was approved by its regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), as a Level III (master's-degree granting) institution in June 2016. This change was based on ACHE's approval of Athens State University's master's degree programs in Global Logistics & Supply Chain Management and Religious Studies.

Regarding specialized accreditation, all programs offered by Athens State's College of Business, including the MS in Global Logistics and Supply Chain Management, are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), and the curriculum complies with the Common Professional Component (CPC) recommended by the ACBSP. Initial accreditation for the graduate program was granted following an on-site visit in 2018. The first Quality Assurance Report is due in September 2022, and the next reaffirmation is scheduled for 2028.
Regarding the MEd in Career Technical Education, all of Athens State's teacher certification programs are accredited by The National Council for Accreditation of Teacher Education (NCATE). These programs were last affirmed in 2015 and the next reaffirmation is scheduled for 2021. Additionally, all teacher certification programs at the University are approved by the Alabama State Department of Education (ASLDE).

There is no program-specific accrediting body for the MA in Religious Studies.

Public Review: The request for instructional role change was posted on the Commission website from December 18, 2019 to January 22, 2020 for public review and comments. No comments were received.

Attachment 2
Timeline for Implementation of Master's Programs at Athens State University

DATE	ACTION	DECISION
November 2013	Request to ACHE for Expansion of Institutional Instructional Role to a Higher Degree Level	June 2014 Not Approved. However, based upon law and ACHE policy, Athens may submit individual Master's program(s) for Staff review and Commission consideration.
November 2013	Notice of Intent to SACSCOC to request approval for a level change from a Level II to a Level III degree-granting institution	COC accepted notification with a request to submit an Application for Level Change December 2013
April 2014	Proposal for first graduate program, M.S. in Global Logistics & Supply Chain Management, presented to University's Board of Trustees	Approved April 2014
August 2014	Full program proposal for M.S. in GLSCM submitted to ACHE	Approved December 2014
December 2014	Comprehensive Application for Level Change submitted to SACSCOC	April 2015: Acceptance of request and notification of SACSCOC Board of Trustees action in June 2015
April 2015	Proposal for M.A. in Religious Studies program presented to University's Board of Trustees	Approved April 2015
June 2015	SACSCOC Board of Trustees awarded membership at Level III effective January 2016	SACSCOC authorized a Substantive Change Committee to visit campus in early 2016
February 2015	Full program proposal for M.A. in Religious Studies submitted to ACHE	Approved June 2015
October 2015	Proposal for M.Ed. in Career & Technical Education program presented to University's Board of Trustees	Approved October 2015
February 2016	Proposal for M.Ed. in Career & Technical Education program submitted to ACHE	Approved June 2016
March 2016	SACSCOC Substantive Change Committee visit (March 1-3)	Committee Report contained **NO** Recommendations and forwarded report to SACSCOC Board for action
June 2016	SACSCOC Board of Trustees reviewed Substantive Change Committee Report	Confirmed membership at Level III June 2016
October 2016	Submitted Substantive Change Prospectus to SACSCOC for M.A. in Religious Studies program	Approved February 2017
January 2017	Submitted Substantive Change Prospectus to SACSCOC for M.Ed. in Career & Technical Education	Approved September 2017

Attachment 3
Summary of Post-Implementation Performance
for Master's-Level Programs at Athens State University

Post-Implementation Data at a Glance
M.S. in Global Logistics & Supply Chain Management

	PI Condition	Actual	Met/Not Met
Average Enrollment 2016-2017 through 2020-2021 (5-Year Average)	13	**28.4** (5-year average)	Met
Average Graduates 2018-2019 through 2020-2021 (4-Year Average)	5	**22** (2-Year average)	Circle One: 7.5 Baccalaureate 3.75 Master's The Projected Graduation Rate was 5 students
% of Graduates Employed in Field (or Continuing Education)	75% (Information Notification Only)	**100%**	Met

Post-Implementation Data at a Glance
M.A. in Religious Studies

	PI Condition	Actual	Met/Not Met
Average Enrollment 2016-2017 through 2020-2021 (5-Year Average)	18	**11** (4 year average)	Not Met - YET
Average Graduates 2018-2019 through 2020-2021 (3-Year Average)	5	**6*** (1 year of data)	Circle One: 7.5 Baccalaureate 3.75 Master's The Projected Graduation Rate was 5 students
% of Graduates Employed in Field (or Continuing Education)	75% (Information Notification Only)	**100%**	Met

Post-Implementation Data at a Glance
Master of Education in Career and Technical Education

	PI Condition	Actual	Met/Not Met
Average Enrollment 2017-2018 through 2021-2022 (5-Year Average)	13	**58*** (*3-Year Average)	Met
Average Graduates 2018-2019 through 2021-2022 (4-Year Average)	5	**20.5*** (2-Year Average)	Circle One: 7.5 Baccalaureate 3.75 Master's The Projected Graduation Rate as 5.2 students
% of Graduates Employed in Field (or Continuing Education)	75% (Information Notification Only)	**80%**	Met

Includes projections based on existing enrollment data.

Attachment 4
Athens State University, Graduate Programs Outcomes Assessment Framework

GRADUATE PROGRAMS OUTCOMES ASSESSMENT FRAMEWORK
INTRODUCTION

The assessment of learning outcomes in graduate programs is governed by the Institutional Assessment and Program Review Policy and is conducted following procedures and timeframes stipulated in the Athens State University Outcomes Assessment System.   This evaluative process is systematic, integrated, and is an integral part of the ongoing institutional effectiveness model.

Like any other academic degree program in the institution, graduate program assessments focus on the formulation and measurement of student learning outcomes.   However, additional outcomes associated with the overall performance of each program but not directly connected to learning, namely program-operational outcomes, are also formulated and measured.

Responsibility for the formulation and evaluation of learning outcomes fall on the program's graduate faculty, in coordination with the Graduate Faculty Council, the Executive Assessment Committee, and the Provost/Vice President of Academic Affairs.   The Office of Institutional Research and Assessment is responsible for the coordination of assessment activities and data analysis.

Every graduate program must formulate and publish student learning outcomes, implement these outcomes in the faculty-developed Annual Assessment Plan (AAP) at the beginning of the academic year, and report results through the Annual Assessment Report (AAR). Action Plans must be submitted as needed based on assessment findings.   The Office of the Provost, with input from the Graduate Faculty Council and recommendations from the Office of Institutional Research and Assessment may specify other requirements to support useful assessment and meet accreditation standards.

Annual assessment findings are shared with the program's graduate faculty and College Deans, who will be responsible for reporting to the Provost.   Annually, the Provost reviews and shares the status of assessment with the President and other senior-level constituencies. Graduate education learning outcomes are communicated to students on the Graduate Programs webpage and the Graduate Programs Catalog.

I. DEVELOPMENT AND ASSESSMENT OF LEARNING OUTCOMES FOR ALL GRADUATE PROGRAMS

The rigor of a graduate education commands more than the acquisition of basic knowledge. Therefore, it is expected that graduate instruction provides a higher level of content knowledge and advanced analytical and communication skills conducive to the ability of graduates to make contributions of original and independent value to the discipline.

Formulation of Learning Outcomes:

In formulating learning outcomes the following standards must be met:
▪ Outcomes must be stated operationally (i.e. expected student behaviors/achievements) including evaluation parameters for measuring student development.
▪ Outcomes must be aggregate, focusing on the program and not on individual students or courses.

Attachment 4 *(continued)*

▪ Outcomes must specify the advanced skills, competencies, understandings, and values that students should have acquired as a result of having completed the graduate program of study.

While specific learning goals reside within the individual graduate programs, a set of fundamental areas (FA) representing the transformative nature of a graduate education provide the foundation for the development of learning outcomes.   A series of learning outcomes (LO) within each area can be customized to represent the unique perspective of each graduate program. Descriptors associated with each fundamental area illustrate the types of learning outcomes that a program may use. They are neither prescriptive nor exhaustive: outcomes can be modified and/or new ones added as needed by each graduate program.

FA1:   Scholarly Development:

May include: advanced knowledge of disciplinary core; in-depth knowledge of specific areas of inquiry; competency in research and scholarly methods; demonstrated ability to conduct research or pursue scholarship in the field of study.

LO1: Advanced Core Knowledge in ___ *[specialized areas of the discipline]* evidenced by demonstrated command of the knowledge and literature in the discipline.
(Introductory and Advanced Core Knowledge should be measured separately)

LO2: Research and Methodological Skills evidenced by demonstrated command of one or more relevant research methodologies appropriate to the discipline.
 (Introductory and Advanced Research and Methodological Skills should be measured separately)

FA2: Advance Communication

May include: skill in written and oral communication; ability to communicate to audiences of experts within the field of study as well as broader audiences of non-experts

LO3: Written and Oral Communication Skills including communication of research findings.

FA3: Professional Responsibility, Leadership, and Management Skills

May include: commitment to conducting research and managing projects and operations in ethical and responsible manner; integrity in participation in the intellectual and organizational aspects of the profession; ability to work independently and collaboratively;

LO4: Demonstrated diligence in the application of ethical, legal, and institutional policy standards in the conduct of research applicable to the discipline

LO5: Demonstrated diligence in the application of ethical, legal, and institutional policy standards in managing projects, operations, or formulating strategies applicable to the discipline

Attachment 4 *(continued)*

FA4: Practical Application of Knowledge

May include: above average performance in case analysis resolution evidenced by problem solving; correct usage of procedures; application of theoretical constructs to explain trends, incidents and/or events.

LO6: Demonstrated ability to apply discipline-specific theoretical knowledge (methods, processes, concepts, principles, and theories) to new and practical situations.

FA5: Pedagogy and Training (applicable to education programs)

LO7: Demonstrated ability to create an environment that supports learning through teaching, collaborative inquiry, mentoring, and demonstration

Assessment of Learning Outcomes:

Graduate faculty in each program assesses student performance through a variety of direct (evidence-based) and indirect measures, applied in strategically selected courses throughout the curriculum.

Assessment instruments vary by program and may include:
▪ Direct (Evidence-Based):
▪ Entrance and Comprehensive (Exit) Exams
▪ Course-embedded exams, assignments, projects, and simulations
▪ Written and oral presentations of research projects
▪ Thesis Proposal and Defense
▪ Student Publications
▪ Presentations at professional conferences
▪ Participation in department or other University venue research/discussion seminars
▪ Teaching assignments (applicable to education programs

▪ Indirect:
▪ Graduate Student Surveys (at graduation and follow-ups)
▪ Third-party surveys (i.e. employers)

Curricular Map:

The curricular map connects each learning outcome to related coursework and to additional requirements for the program.

LO 1(1)LO 2LO 3LO 4LO 5LO 6LO 7Core Course 1Core Course 2Core Course 3Core Course 4Core Course 5Core Course 6Other Graduate Requirements (as applicable)Pre-Candidacy ProjectThesis Proposal and DefenseTeaching AssignmentsProfessional Development ActivitiesPublications Service ActivitiesCoursework[Program Title] CURRICULAR MAP(1) Core Knowledge and Research-based objectives should measure "Introductory" and "Advanced" content coded as I= Introductory; A=Advanced in the respective course or other requirement where the outcome is measured.

II. DEVELOPMENT AND ASSESSMENT OF PROGRAM-OPERATIONAL OUTCOMES FOR ALL GRADUATE PROGRAMS

Program-Operational outcomes reflect the effectiveness of the program based on what is to be achieved. These outcomes are components of institutional effectiveness and are aligned with institutional goals. Measurable indicators include the impact of the program on specific constituents (e.g. students, employers) and the university as a whole (i.e. enrollment sustainability).

Attachment 4 *(continued)*

Data gathering methods and techniques used are typically based on the analysis of institutional data (evidence-based) and surveys of students and other relevant constituencies.

Formulation of Program-Operational (Performance) Outcomes for Graduate Programs:

In formulating program-operational outcomes (PO) the following standards must be met:
▪ Outcomes must be stated operationally (i.e. expected student behaviors/achievements) including evaluation parameters for measuring performance metrics
▪ Outcomes must be aggregate, focusing on the program and not on individual students or courses.

Performance indicators for graduate programs are based on (1) Student Achievement of Educational Goals, and (2) Program Quality, Sustainability, and Viability. Both set of indicators serves as the basis for formulating program-operational outcomes. Additional outcomes may be added as determined by each individual graduate program.

Program Effectiveness: Student Achievement of Educational Goals

PO1: Program Graduation Rate *(measured for both full time and part time student enrollment status)*

Include: Graduation rate up to 4 years for FT and 6 years for PT students

PO2: Program Retention Rate *(measured for both full time and part time student enrollment status)*

Include: 1 yr and 2 Yr Fall-to Fall Retention for FT students; 1 yr to 6 years Fall-to-Fall Retention for PT students

PO3: Time-to Degree

PO4: Student Employment Status *(Post completion of Graduate Program)*

May include: job placement rates (in/outside discipline); job characteristics; job compensation;

PO5: Student Continuing Education (Post Master's)

May include: admission to further studies, e.g. doctorate or professional degrees);

Attachment 4 *(continued)*

Program Effectiveness: Program Quality, Sustainability, and, Viability

PO6: Indicators of program's impact and transformation

May include: local; regional, national program reputation; program ranking (if available); discipline-specific accreditation (if applicable); students' perception of program quality;

PO7: Teaching Effectiveness *(performance indicators regarding instructors are formulated by graduate faculty and approved by College Deans and Provost)*

May include: quality indicators for instruction *(TBD)*; class size; faculty-student ratio; student evaluations of teaching effectiveness; faculty qualifications; faculty resources (number and productivity ratios);

PO8: Sustainable Growth: Enrollment capability to: (1) generate needed financial resources to support the program; and (2) produce a viable number of graduates per year

May include: program's credit hour production; completions; demand/supply-admission applications/admissions rate/ yield rate; productivity gains (e.g. recruitment, instructional delivery systems, ratio of tuition revenue to program's cost, etc.

Assessment of Program-Operational Outcomes:

- **Direct (Evidence-based)**
- **Institutional Research Statistical Reports**
- **Discipline-specific accreditation records (as available)**
- **Career Services Students and Employers Employment Records (as available)**
- **Recruitment Records**
- **Program Internal Student Records (publications)**
- **Business Office analytical reports (as available)**

- **Indirect:**
- **Surveys of Graduates (at time of graduation and follow-up)**
- **Employers Surveys**

DECISION ITEM: B-2

<u>Jacksonville State University, Bachelor of Arts in Film</u>
<u>(CIP 50.0602)</u>

<u>Staff Presenter:</u>

Dr. Robin McGill
Director of Instruction and Special Projects

<u>Staff Recommendation:</u>

That the Commission approve the proposed Bachelor of Arts in Film.

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

Implementation Date: The proposed program will be implemented in August 2020. Based on Commission policy, the proposed program must be implemented by September 13, 2022 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 2021-2022 will be at least 9, based on the proposal.

2. That the annual average number of graduates for the period 2022-23 through 2026-27 (five-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).

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

Jacksonville State University (JSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2027.

<u>Background:</u>

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

Staff recommendation for approval is based on the following rationale:

1. As the only program of its kind in Alabama, the BA in Film program will help address demand in Alabama's growing film industry and will support the state's efforts to attract filmmakers through the Film Incentives Act of 2009.

2. The purchase of Longleaf Studios, a local production company, in Summer of 2019 will enable students to gain hands-on experience in a studio setting. In addition, the internship requirement will provide students with networking and skill-building opportunities within the degree program that will further assist in ensuring their successful career path.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Jacksonville State University program proposal, dated December 5, 2019, revised February 13, 2020. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY							
INSTITUTION: Jacksonville State University							
PROGRAM: BA in Film							

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
FACULTY	$65,000	$65,000	$65,000	$65,000	$65,000	$130,000	$130,000	$585,000
LIBRARY	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	$0	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$6,000
EQUIPMENT	$3,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$63,000
STAFF	$0	$0	$0	$0	$0	$0	$0	$0
ASSISTANTSHIPS	$0	$0	$0	$0	$0	$0	$0	$0
RECRUITMENT	$500	$500	$500	$500	$500	$500	$500	$3,500
TOTAL	$68,500	$76,500	$76,500	$76,500	$76,500	$141,500	$141,500	$657,500

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
INTERNAL REALLOCATIONS	$76,000	$76,000	$76,000	$76,000	$76,000	$141,000	$141,000	$662,000
EXTRAMURAL								
TUITION	$36,000	$72,000	$144,000	$180,000	$225,000	$270,000	$315,000	$1,242,000
TOTAL	**$112,000**	**$148,000**	**$220,000**	**$256,000**	**$301,000**	**$411,000**	**$456,000**	**$1,904,000**

ENROLLMENT PROJECTIONS *Note: "New Enrollment Headcount" is defined as unduplicated counts across years.*							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**6-YEAR AVERAGE**
FULL TIME HEADCOUNT	Year 1 - No data reporting required	8	16	20	25	30	35	22
PART TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	8	16	20	25	30	35	22
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	8	8	8	10	10	12	9

DEGREE COMPLETION PROJECTIONS *Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.*							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	4	8	10	11	12	9

Attachment 2

Summary of Background Information

Bachelor of Arts in Film
Jacksonville State University

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

Program Description: The proposed BA in Film will enable students in Alabama to attend a regional comprehensive university offering an interdisciplinary film degree similar to those available at specialized art schools. The proposed program will help students develop strong critical thinking and communication skills, as well as gain experience developing a creative idea from inception to final product. The proposed program will provide students with a combination of theoretical and technical skills that will enable them to gain employment in the film industry and are also attractive to employers in a variety of sectors. Major coursework will be housed in the departments of Art, English, and Drama. Courses in Art will expand student skill and knowledge in photography, digital literacy, composition, and related topics. Courses in English will advance student knowledge in critical thought, film history and development, and analysis of film. Drama courses will advance student skills in performance and allied crafts such as wardrobe, art direction, design, make up, and scenic and costume construction.

Student Learning Outcomes: Graduates of the program will expect to achieve the following learning outcomes:

1. Demonstrate sufficient practical skill in lighting, audio, camerawork, grip work, and film production processes to enter the job market of professional filmmaking.
2. Describe various aspects of the filmmaking process using professional terminology and an understanding of the organization and functions of personnel in the production of film.
3. Demonstrate advanced competency in at least one specialized area of film production (scriptwriting, cinematography, direction, art direction, editing, animation, criticism, etc.).
4. Create high-quality original work within at least one specialized area of film production.
5. Demonstrate historical, critical, and theoretical understandings of film.

To ensure that students are progressing in the program in a satisfactory manner, the program will include a portfolio review of classroom and practical work after their sophomore year (or following the first semester of attendance in the case of transfer students). This assessment is required by the National Association of Schools of Theater (NAST) accreditation standards and will follow procedures similar to current assessment within the Drama department.

Administration: The program will be administered by Dr. Staci Stone, Dean, School of Arts and Humanities; and Randal Blades, Chair, Department of Drama.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were no objections to the NISP or the program proposal. One institution submitted constructive comments regarding employment outcomes for graduates.

Public Review: The program was posted on the Commission website from December 17 through January 7 (twenty days) for public review and comments. No comments were received.

Relationship to Existing Offerings: JSU currently offers a four-course undergraduate certificate in Film Technology, as well as a minor in Film and Entertainment Technology. Additionally, coursework related to film is currently offered by JSU's Art, Drama, and English Departments. The proposed program would extend the undergraduate offerings to a full major course of study.

Similar Programs: There are no other programs listed at CIP 50.0602 in the Academic Program Inventory. Several Alabama institutions offer film-related programs that are based in the discipline of communications and/or journalism, with coursework or concentrations in film/ media studies: University of Alabama, BA in Creative Media (CIP 09.0799); University of South Alabama, BA in Communication, with concentration in Digital Cinema and Television (CIP 09.0101); Auburn University, BA in Media Studies (CIP 09.0102); University of Montevallo, BS/BA in Mass Communication (CIP 09.0701) and minor in Digital Filmmaking; University of North Alabama, BA in Mass Communication, with emphasis in Journalism and Digital Media (CIP 09.0102); and University of Alabama in Huntsville, BA in Communication Arts, with focus in Visual Media (CIP 09.0101).

Collaboration: JSU intends to leverage its relationship with Longleaf Studios, a production studio recently acquired by the university, to partner with industry organizations. JSU has recently entered into a partnership with Alabama Public Television to produce documentaries, and these projects will provide real-world experience to JSU students. In addition, JSU intends to pursue further collaboration with the Alabama Film Office, Alabama Filmmakers, Alabama State Council on the Arts, All Y'all Southern Documentary Collective, Southern Exposure, Alabama Women in Film and Television Organization, and the Northeast Alabama Entertainment Initiative (NEAEI).

Accreditation: There are currently two recognized organizations for accreditation of film programs, the National Association of Schools of Art and Design (NASAD) and the National Association of Schools of Theater (NAST). Currently, JSU holds accreditation from both organizations for its existing minor and certificate programs. The University will seek accreditation from NAST for the proposed BA in Film program.

Admissions: The program has no special admissions requirements.

Mode of Delivery: Courses will be offered on campus, online, and in a hybrid format. Production-heavy classes will need equipment that is only available on campus or at Longleaf Studios.

Curriculum: The following new courses will be added to the proposed program:

- FLM 400 Film Theory
- FLM 491 Internship in Film
- FLM 499 Film Capstone
- DR 341 Acting for the Camera
- FLM 300 Editing for Film
- FLM 330 Race, Class, Gender, and Hollywood
- FLM 399 Study Tour
- FLM 475 Independent Study in Film
- FLM 495 Special Topics in Film

Program Completion Requirements:
Credit hours required in major: 37 semester hours (sh)
Credit hours required in minor: 18-24 sh
Credit hours in general education or core curriculum: 41 sh
Credit hours required in support coursework: 9 sh
Credit hours in required or free electives: 9-15 sh
Total credit hours required for completion: 120 sh

Additional requirements: Students will be required to complete an internship (paid or unpaid), which will provide valuable experience in a professional setting. This internship will be completed during the student's senior year. Additionally, students will be required to complete a capstone course during their senior year. The capstone will involve student participation in the creation of a short film. Students will be given a choice of positions in the film such as director, writer, cinematographer, editor, or other position fitting their interests and anticipated career path.

Industry Need: National data from the Bureau of Labor Statistics shows strong growth in film and video editing jobs. Annual growth rate in the SREB region—due primarily to Georgia and Florida—is much higher than the national growth rate of 11% (with Alabama at 13%, Tennessee at 22%, Florida at 23%, and Georgia at 43%). This degree program will help address demand in Alabama's growing film industry and will support the state's efforts to attract filmmakers through the Film Incentives Act of 2009. In addition to employment in Alabama, graduates will have the option to seek film jobs in nearby Atlanta, one of the top three film hubs with New York City and Los Angeles.

In addition, an economic overview and gap analysis conducted by Economic Modeling Specialists International (EMSI) on JSU's service region revealed that there were gaps in undergraduate academic offerings in several areas, including those that lead to film industry positions.

Student Demand: There is already strong interest in Film study at JSU. From Fall of 2012 to Fall of 2018, there has been an average of 14 students who have declared Film and Entertainment Technology as a minor or certificate. Several students in the last few years created their own film major through the flexibility allowed in the integrated studies major program. Two recent graduates of that program are currently pursuing an MFA in Film.

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

Equipment: Additional cameras, lenses, monitors, computers, dollies, and lighting equipment are budgeted to be purchased for the program on an ongoing basis. Currently, the Drama department has a supply of the needed equipment, but recognizes that an expansion of the program will necessitate the purchase of additional equipment. Funding for the equipment comes from both operating budgets as well as support from student technology fees through the VP of Information Technology office and course fees.

Facilities: No new facilities are needed for the proposed program. Acquisition of Longleaf Studios was completed in 2019 and is not considered as part of this proposal.

Library: JSU Houston Cole Library has sufficient holdings in the areas of film criticism, technology, and related studies. Current subscriptions to the streaming services Kanopy, Films on Demand, and Alexander Street Press allow students to access movies of historical and critical importance, documentaries concerning the making and understanding of film studies, and other relevant artistic subjects. The book collection in selected subjects includes the following: motion pictures-production and direction--467 publications; film criticism/motion picture evaluation--00+ publications; cinematography--237 publications.

Program Budget: The proposal projected that a total of $$657,500 in estimated new funds will be required to support the proposed program. A total of $1,904,000 will be available through internal reallocations and tuition.

Attachment 3

Curriculum
Jacksonville State University
Bachelor of Arts in Film

Course Number and Title	Number of Credit Hours	*If New Course
General Education Coursework	**41 hours**	
Area 1: Written Composition	(6 hours)	
EH 101/ 103 English Composition I	3	
EH 102/ 104 English Composition II	3	
Area 2: Humanities and Fine Arts	(12 hours)	
EH 141 Speech	3	
EH 201 American Literature I and	3	
EH 202 American Literature II	3	
Or		
EH 203 English Literature I and	3	
EH 204 English Literature II	3	
ART 202 Art Appreciation	3	
Or		
MU 233 Introduction to Music	3	
Area 3: Sciences and Math	(11 hours)	
Choose 8 hours		
BY101-103L/102-104L Intro Biology I/Lab	8	
CY105-107L/106-108L Gen Chemistry I/Lab	8	
CY201-201L/202-202L Chem Liberal Arts/Lab	8	
GL241-243L/242-244L Phys Geology/Lab	8	
GY250-252L/251-253L Phys Geography	8	
PHS201-211L/202-212L Coll Physics I/Lab	8	
Required		
MS 110 or higher	3	
Area 4: Social and Behavioral Sciences	(12 hours)	
Choose one sequence, 6 hours:		
HY101 Western Civ I	3	
HY102 Western Civ II	3	
HY201 American History I	3	
HY202 American History II	3	
Choose 2 additional courses (6 hours):		
PSY201 Principles of Psychology	3	
PSC100 Intro to American Govt	3	
PSY222 Human Development	3	
SY221 Intro to Sociology	3	
AN224 Intro to Anthropology	3	
EC221 Principles of Economics I	3	
EC222 Principles of Economics II	3	
GY120 World Geography	3	
GY220 Human Geography	3	
Support Coursework	**9 hours**	
FLM 230 Introduction to Film	3	
FLM 231 Film Technology Foundations I	3	
FLM 232 Film Technology Foundations II	3	

Film Major Required Coursework	22 hours	
ART 341 Digital Literacy for Artists and Designers	3	
ART 368 Introduction to Photography	3	
DR 284 Stage Crafts	3	
EH 409 The Art of the Film	3	
FLM 235 Camera and Film Techniques **	3	
FLM 400 Film Theory	3	*
FLM 491 Internship in Film	3	*
FLM 499 Film Capstone	1	*
Film Major Electives *(choose 5)*	**15 hours**	
ART 450 Art Theory	3	
ART 475 Studio Lighting	3	
ART 476 Video for Photographers	3	
DR 351 Playwriting and Screenwriting	3	
DR 341 Acting for the Camera	3	*
EH 309 Film Noir, Classics, and Melodrama	3	
FLM 300 Editing for Film	3	*
FLM 330 Race, Class, Gender, and Hollywood	3	*
FLM 331 Techniques of High Definition Cinematography **	3	
FLM 399 Study Tour	3	*
FLM 430 Film Techniques **	3	
FLM 475 Independent Study in Film	3	*
FLM 495 Special Topics in Film	3	*
Other approved courses by advisement		
Minor Subject Area	**18-24 hours**	
General Electives	**9-15 hours**	
TOTAL for BA in Film	**120 hours**	

**Notes courses that are currently offered with a DR (Drama) course prefix. With the addition of the Film major, they will be changed to the FLM prefix.

DECISION ITEM: B-3a

<u>University of Alabama at Birmingham, Bachelor of
Science in Cancer Biology (CIP 26.0911)</u>

<u>Staff Presenter</u>:

Dr. Robin McGill
Director of Instruction and Special Projects

<u>Staff Recommendation</u>:

That the Commission approve the proposed Bachelor of Science
in Cancer Biology.

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

Implementation Date: The proposed program will be
implemented in August 2020. Based on Commission policy, the
proposed program must be implemented by June 6, 2022, 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 2021-22, will be at least 23.7, based on the
   proposal.

2. That the annual average number of graduates for the period
   2022-23 through 2026-27 (five-year average) will be at least
   7.5, based on the adopted graduation rates as stated in the
   Code of Alabama 16-5-8 (2).

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

The University of Alabama at Birmingham (UAB) will be required
to phase out the program if any of the post-implementation
conditions are not met. The institution must present
documentation regarding the post-implementation conditions, as
well as a general assessment of the program, in a report
submitted to the Commission no later than September 1, 2027.

<u>Background</u>:

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

Staff recommendation for approval is based on the following
rationale:

1. Through the O'Neal Comprehensive Cancer Center and associated clinical and laboratory facilities, UAB already offers doctoral-level coursework in Cancer Biology to students in its Graduate Biomedical Sciences and MD programs. The proposed BS program would enable students to specialize earlier in their academic careers.

2. The proposed new program would be the only one of its kind in the United States to train undergraduate students specifically in Cancer Biology, and is therefore likely to attract highly motivated students.

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 program proposal, received November 8, 2019. 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: Cancer Biology (CIP 26.0911)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	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
ASSISTANTSHIP	$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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
INTERNAL REALLOCATION	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$150,000	$1,050,000
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION	$0	$10,710	$58,905	$121,380	$138,873	$167,076	$186,711	$683,655
TOTAL	$150,000	$160,710	$208,905	$271,380	$288,873	$317,076	$336,711	$1,733,655

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year **1** - No data reporting Required	24	45	70	91	117	144	81.8
PART TIME HEADCOUNT	Year 1 - No data reporting Required	6	10	14	19	24	30	17.2
TOTAL HEADCOUNT	Year 1 - No data reporting Required	30	55	84	110	141	174	99.0
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting Required	15	20	22	25	28	32	23.7

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting Required	0	5	15	18	25	27	18.0

Attachment 2
Summary of Background Information

Bachelor of Science in Cancer Biology
University of Alabama at Birmingham

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

Program Description: The central mission of the Bachelor of Science program in Cancer Biology is to provide students with a strong educational and research background that maximizes their chances to achieve career goals in cancer biology in particular and life sciences in general. This program is unique in that students will gain a broad background in the biomedical sciences by exposure to courses that support the current requirements of the biomedical enterprise and are applicable to academic, private and government settings. Furthermore, by requiring a research component, all students within this major will have early exposure to a cutting-edge research environment through participation in current investigator-led programs in multiple research-intensive departments at UAB. The Cancer Biology major will train students to take up positions in research and clinical laboratories by providing a solid foundation for future graduate study, and by providing informed individuals appropriate for employment in multiple health-related settings. Disciplines covered in the proposed program will include cell biology, chemistry, microbiology, immunology, genetics, pathology, pharmacology, and medicine. This interdisciplinary curriculum reflects the diverse nature of the disease itself.

Graduates of the BS in Cancer Biology program will be able to:

- Demonstrate a thorough and comprehensive understanding of cancer cell biology and behavior, including carcinogenesis, proliferation, cancer genetics, the tumor microenvironment, cell signaling, and cancer immunology;

- Demonstrate knowledge of current treatment modalities including chemotherapy, radiotherapy, surgery, gene therapy and personalized approaches to cancer treatment;

- Demonstrate the ability to carry out quantitative and qualitative research in cancer biology and related fields by completion of a research project and presentation of findings;

- Demonstrate the ability to communicate effectively and educate others in cancer biology by development of strong writing, critical thinking and presentation skills through class and project work; and

- Demonstrate awareness of and sensitivity to the ethical, legal and social issues related to cancer research and treatment of patients with this disease.

Administration: The program will be administered by the School of Medicine and College of Arts and Sciences, Selwyn Vickers, MD, and Robert Palazzo, PhD, Deans; and the Department of Cell Development and Integrative Biology and the Department of Chemistry, Bradley Yoder, PhD, and Richard Dluhy, PhD, Chairs.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were no objections to the NISP or the program proposal.

Public Review: The program was posted on the Commission website from December 17 until January 7 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are no other similar programs in the Academic Program Inventory.

Collaboration: No collaborations have been sought at this time; however, UAB is open to the possibility of future collaborations with other institutions once the program is approved and established.

Accreditation: There is currently no specialized accrediting agency associated with the proposed program.

Curriculum: The following new courses will be added to the proposed program:
- Cancer Colloquium (2hrs)
- Introduction to Cancer Biology (3hrs)
- Proliferation and Carcinogenesis (3hrs)
- Genetic Basis of Cancer (3hrs)
- Undergraduate Research in Cancer Biology (6hrs)
- Senior Undergraduate Research (Capstone Course) (3hrs)
- Tumor Pathobiology and Immunology (3hrs)
- Tumor Survival and the Microenvironment (3hrs)
- Cell Signaling and Cancer (3hrs)

Program Requirements
Credit hours required in major: 77 semester hours (sh)
Credit hours in general education or core curriculum: 30 (sh)
Credit hours required in minor: na
Credit hours required in support courses: 0 (sh)
Credit hours required in free electives: 13 (sh)
Credit hours required for completion: 120 (sh)

Admissions: Due to the breadth of topics that will be covered in the proposed program, as well as the requirement for significant commitment to research, admission to the BS in Cancer Biology will be based on the following minimum criteria:

1. Must satisfy UAB general admission requirements;

2. First-time freshmen applicants must have a high school cumulative GPA of 3.5 or higher (on a 4.0 scale) and an ACT composite score of 28 or higher (or the SAT combined V+Q score at 1260 or higher); these are similar to the admission criteria for the UAB Honors Program;

3. High school students who do not meet these requirements may be accepted into the program as pre-Cancer Biology majors. Any student who is admitted as a pre-Cancer Biology major must have an overall GPA of 3.0 after 24 credits of work at UAB, a GPA of 3.25 in their Biology, Chemistry, Physics and Mathematics (MA 105 and higher) coursework, and have taken a freshman year curriculum that is compatible with the program;

4. Current UAB students and transfer students from other institutions who are freshmen or sophomores (non-direct admits) may select Cancer Biology for their major, but must have an overall GPA of 3.0 and must have demonstrated excellent academic performance in science/mathematics courses and have a GPA of 3.25 in those courses;

5. Students must maintain an overall GPA of 3.0 in order to remain in good academic standing in the program. If a student's overall GPA falls below 3.0, they will have one semester to bring their overall grade to 3.0 or better;

Program Delivery: Program content will be delivered using a mix of traditional lectures and seminars, team-based and problem-based learning, and discussion groups.

Industry Need: In 2019, an estimated 28,000 new cases of cancer have been diagnosed in Alabama, while the incidence and death rates from cancer in the state are above the national average (based on statistics from the American Cancer Society). These figures point to an increasing demand for well-trained

individuals to work in the expanding cancer field at all levels. In addition, healthcare occupations are expanding at double digit rates, and in general, it is estimated that healthcare will account for one-third of new jobs between 2014-2024 (according to the US Bureau of Labor Statistics).

As the only National Cancer Institute designated cancer center in the state, the O'Neal Comprehensive Cancer Center at UAB has a pivotal role in cancer treatment and research in Alabama and throughout the southeastern United States, and will continue to be a leader in cancer research for the next generation. Furthermore, UAB is the major statewide trainer of biomedical research and clinically oriented professionals. These resources make UAB well-placed to launch an undergraduate Cancer Biology program based in Alabama that would be unique in the country. Such a program would attract highly motivated students and enable them to specialize earlier in their studies, which has the potential to advance cancer research and treatment.

Student Demand: An anonymous Qualtrics "Needs Assessment" survey was conducted of current STEM undergraduate, graduate and first-year medical students enrolled at UAB. In addition to the collection of basic demographics, the questions asked whether respondents would have been interested in pursuing a degree in cancer biology, would have wanted research opportunities and what sort of research they would have liked to pursue. UAB officials collected 320 responses from 2813 students polled, a response rate of 11.4 percent. Approximately 84 percent of the respondents stated that they would have been either somewhat or very interested in a cancer biology program had one been available to them as undergraduates, 74 percent were interested in the research component with 42 percent being most interested in bench/wet-lab projects. Interestingly, nearly 53 percent of the respondents stated that their plans following graduation involved pursuing additional STEM education or professional qualifications, with 40 percent wanting to work in a research-based environment. Based on the results of this survey, there seems to be strong student interest in a cancer biology program at UAB.

Resources:

Faculty:
Current Primary Faculty—
Full-time: 8
Part-time: 1
Support Faculty—
Full-time: 3
Part-time: 0

Additional Faculty to Be Hired:
Primary Faculty—
Full-time: 0
Part-time: 0
Support Faculty—
Full-time: 0
Part-time: 0

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

Facilities: No new facilities will be required.

Library: The Lister Hill Library of the Health Sciences, established in 1945, is the largest biomedical library in Alabama and one of the leading such libraries in the South. It serves as a Resource Library in the National Network of Libraries of Medicine for the Southeast/Atlantic region. The collections of the library span seven centuries of knowledge with medieval manuscripts, 12,000 old and rare books, 100,700 circulating monograph titles and 28,000 electronic full text journals in in the various health science disciplines. Access to electronic resources is available across the campus and remotely to students and faculty. As a member of the Consortium of

Southern Biomedical Libraries (CONBLS), Lister Hill as access to interlibrary loan activity, cooperative purchasing and licensing of electronic resources, and supporting mutual interests in health sciences librarianship. Other Lister Hill cooperative agreements include the Alabama Public Library Service, Health InfoNet of Alabama, the National Network of Libraries of Medicine, and the Network of Alabama Academic Libraries. The Mervyn H. Sterne Library, the general library for the University, contains one million books and media and subscribes to over 2,500 periodicals pertaining to chemistry, physics, mathematics, and the biological sciences as well as to topics in the social sciences and the humanities. There are also 884,222 microfiche and microfilm copies of books, reports, etc. The Sterne Library has a system computer search program that augments those used by the Lister Hill Library. Both libraries provide an inter-library loan services.

Program Budget: The proposal projected that a total of $0 in estimated new funds will be required to support the proposed program. A projected total of $1,733,655 will be available through internal reallocation and tuition.

Attachment 3

The University of Alabama at Birmingham
Bachelor of Science in Cancer Biology

Course Number and Title (not including Area I or Area II Core Courses)	Number of Credit Hours
A. University Core Courses	
Area I: Written Communication	6
Area II: Humanities and Fine Arts (PH 116: Bioethics reqd.)	12
Area III: Natural Sciences and Mathematics	0**
Area IV: History, Social and Behavioral Sciences	12
Total Core Credit Hours:	30
B. Biology Courses:	
BY 123 and 123L: Introductory Biology I + Lab	4
BY 124 and 124L: Introductory Biology II + Lab	4
BY 210: Genetics	3
BY 330: Cell Biology	3
Total Biology Course Credit Hours:	14
C. Chemistry Courses:	
CH 115/116: General Chemistry I + Lab	4
CH 117/118: General Chemistry II + Lab	4
CH 235/236: Organic Chemistry I + Lab:	4
CH 237/238: Organic Chemistry II+ Lab:	4
CH 460: Fundamental Biochemistry	3
Total Chemistry Course Credit Hours:	19
D. Cancer Biology Courses:	
CANS 2.XX: Cancer Colloquium	2 (1 credit per term, must be taken twice)
CANS 3.XX: Introduction to Cancer Biology	3
CANB 4.XX: Proliferation and Carcinogenesis	3
CANB 4.XX: Genetic Basis of Cancer	3
CANS 4.XX: Undergraduate Research in Cancer Biology	6
CANS 4.XX: Senior Undergraduate Research (Capstone Course)	3
CANS 4.XX Journal Club	2 (1 credit per term, must be taken twice)
Total Cancer Biology Credit Hours:	22
E. Other Required Courses:	

CAS 112: Success in College	1
MA 125: Calculus I	4
MA 180: Introduction to Statistics	3
PH 201/221: College Physics I+ Lab	4
PH 202/222: College Physics II + Lab	4
Total Other Required Courses Credit Hours:	16
F: Major Electives (must take 2):	**6**
CANS 4XX: Tumor Pathobiology and Immunology	3
CANS 4XX: Tumor Survival and the Microenvironment	3
CANS 4XX: Cell Signaling and Cancer	3
CANS 4XX: Cancer Treatment	3
CH 461 Advanced Biochemistry	3
CH 463: Advanced Biochemistry Lab	3
CH 471: Medicinal Chemistry	3
CH 472: Natural Products Chemistry	3
G. Courses Recommended but Not Required:	**13**
BY245: Fundamentals of Scientific Investigation	3
BY 327/L: Histology + Lab	3
BY 311: Molecular Genetics	3
BY409/L: Human Physiology+ Lab	3
BY416: Cell Physiology	3
BY433: Advanced Molecular Genetics	3
BY437: Epigenetics	3
BY440: Introduction to Immunology	3
GGSC 310: Genomic Structure	3
GGSC 410: Genetic Basis of Human Disease	3
GGSC 420: Applications of Bioinformatics	3
GGSC 491: Personalized Genomic Medicine	3
MIC 275: Introduction to Immunology	3
Total Credit Hours BS in Cancer Biology	**120**

DECISION ITEM: B-3b

University of Alabama at Birmingham, Bachelor of Science in Entrepreneurship (CIP 52.0701)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Entrepreneurship.

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

Implementation Date: The proposed program will be implemented in August 2020. Based on Commission policy, the proposed program must be implemented by June 6, 2022, 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 2021-22, will be at least 17.2, based on the proposal.

2. That the annual average number of graduates for the period 2021-22 through 2026-27 (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 (2).

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

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2027.

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 expands existing, highly enrolled undergraduate coursework to a full major in

Entrepreneurship and will fall under the Collat College of Business at UAB's accreditation through the Association to Advance Collegiate Schools of Business (AACSB).

2. The proposed program leverages and expands existing relationships with UAB's Harbert Institute for Innovation and Entrepreneurship, as well as with the Innovation Depot, a Birmingham-based start-up incubator.

3. In Alabama, small businesses employ approximately 775,829 people, which account for 47.5 percent of Alabama's private workforce, and entrepreneurial ventures continue to attract new business investment in the state. Graduates of this program will be well-prepared for emerging and evolving industries.

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 program proposal, received November 8, 2019. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY							
INSTITUTION: University of Alabama at Birmingham							
PROGRAM: Bachelor of Science in Entrepreneurship (CIP 52.0701)							

ESTIMATED NEW FUNDS REQUIRED TO SUPPORTPROPOSED PROGRAM							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
FACULTY	2,500	2,500	5,000	5,000	5,000	5,000	5,000	30,000
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	**2,500**	**2,500**	**5,000**	**5,000**	**5,000**	**5,000**	**5,000**	**30,000**

SOURCES OF FUNDS AVAILABLE OR PROGRAM SUPPORT							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	0	214,200	267,750	321,300	374,850	428,400	481,950	2,088,450
TOTAL	**0**	**214,200**	**267,750**	**321,300**	**374,850**	**428,400**	**481,950**	**2,088,450**

ENROLLMENT PROJECTIONS							
Note: "New Enrollment Headcount" is defined as unduplicated counts across years							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**6-YEAR AVERAGE**
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	20	25	30	35	40	45	32.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	3	5	6	8	9	10	6.8
TOTAL HEADCOUNT	Year 1 - No data reporting required	23	30	36	43	49	55	39.3
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	15	12	16	19	20	21	17.2

DEGREE COMPLETION PROJECTIONS							
Note: Do not count lead "0"s and Lead 0 years in computing the degree completions projections average							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	8	12	13	14	14	16	12.8

Attachment 2
Summary of Background Information

Bachelor of Science in Entrepreneurship
University of Alabama at Birmingham

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

Program Description: The proposed program in entrepreneurship emphasizes (a) critical problem solving, (b) dealing with uncertainty, (c) navigating failures, (d) leading growing enterprises, (e) making positive social and economic impact on communities and markets, and (f) personal resilience. The purpose of this baccalaureate degree program is to provide students with a distinctive education and demonstrable mastery of the entrepreneurship competencies that will enable them to achieve their career and professional goals in the emerging and evolving industries, organizations, and communities.

The program is designed to lead to the following learning outcomes:

1) Graduates of the UAB BS in Entrepreneurship program will understand and demonstrate constructive and intensive critical thinking in entrepreneurial business settings. They will learn how to engage problems directly with sound arguments and with a view toward offering alternative valuable solutions.

2) Graduates of the UAB BS in Entrepreneurship program will understand the nature of uncertainty, how it differs from risk, and its vital importance in entrepreneurial settings. They will learn to act in professional settings without clear direction from environmental cues and to act based on their vision and values.

3) Graduates of the UAB BS in Entrepreneurship program will understand the importance of personal and professional resilience as employees and as leaders. They will learn to act intelligently and confidently in entrepreneurial settings, where they will find that approximately 90% of their new venture ideas will fail. Through constructive and optimistic styles, they will learn to use errors and mistakes as feedback mechanisms that can fuel the growth and development of entrepreneurial ventures.

4) Graduates of the UAB BS in Entrepreneurship program will learn how to show value and measure impact related to unique entrepreneurial action in market and community settings. Students will learn to measure operations and impact to demonstrate the viability of ventures launched by themselves or by others.

Administration: The program will be administered by the Collat School of Business, Eric P. Jack, PhD, Dean; and the Department of Management, Information Systems, and Quantitative Methods, Jack Howard, PhD, Interim Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Chief Academic Officers (CAOs). There were no objections to the NISP or the program proposal.

Public Review: The program was posted on the Commission website from December 17 until January 7 (twenty days) for public review and comments. No comments were received.

Similar Programs: Other programs at CIP 52.0701 in the Academic Program Inventory are offered at Alabama A&M University (BS in Entrepreneurship) and at Auburn University at Montgomery (BSBA in Entrepreneurship). Additionally, Samford University offers a similar program to its students.

Collaboration: The proposed baccalaureate program would not be delivered in direct collaboration with other institutions, but the UAB entrepreneurship program will generally seek collaboration with educational institutions such as Samford University and local institutions such as Innovation Depot.

Accreditation: Programs in UAB's Collat School of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB). The proposed baccalaureate program will comply with these accrediting requirements. There are no specialized accreditations for entrepreneurship programs. In addition, UAB has membership in the US Association of Small Business and Entrepreneurship (USASBE), whose mission focuses on advancing entrepreneurship education.

Assessment: Student performance in this program will be tracked in relation to these learning objectives using existing tools for accreditation purposes. UAB also plans to develop performance appraisals of student work in the ENT 425 seminar, where the entrepreneurial venture clients assess the value that the student teams' work added to their business venture.

Admissions: The program has no special admissions requirements.

Mode of Delivery: The program will be delivered primarily face-to-face, and in partnership with external entrepreneurial venture partners. Because of the importance of outreach and direct exposure to entrepreneurs, the program will not have an extensive online component.

Curriculum: The program will add the following two new courses to the proposed program curriculum: Social and Community Enterprise (3 credit hours) and Entrepreneurship and Mutiny (3 credit hours).

> Program Requirements
> Credit hours required in major: 24 semester hours (sh)
> Credit hours in general education or core curriculum: 41 (sh)
> Credit hours required in minor: na
> Credit hours required in support courses: 46 (sh)
> Credit hours required in free electives: 9 (sh)
> Credit hours required for completion: 120 (sh)

Relationship to Existing Offerings: UAB currently offers a minor in Entrepreneurship to both business and non-business undergraduates. This program expands current coursework to a full major course of study.

In addition, the program intends to coordinate closely with the Harbert Institute for Innovation and Entrepreneurship (HIIE), which provides technology commercialization licensing support to UAB-based entrepreneurial innovations. The HIIE currently offers non-credit coursework to help students launch their own businesses, and would provide experiential learning opportunities for students in the program.

Industry Need: Entrepreneurial and small business activity is a vitally important and growing part of the Alabama economy. According to the 2018 Small Business Profile on Alabama from the US Small Business Administration, the state has approximately 392,939 small businesses, which account for 99.4 percent of all businesses in the state. These firms employ approximately 775,829 people, which account for 47.5 percent of Alabama's overall private-sector workforce. While the industry sector of new ventures can vary widely, the most common ones are healthcare, social assistance, accommodation services, and food services. Moreover, the median income for individuals who incorporate or form new businesses in Alabama in 2016 was $48,941.

Birmingham's entrepreneurial ecosystem is developing relatively quickly in the context of state-level development. Birmingham entrepreneurial successes such as Shipt (grocery delivery) and Daxko (software for non-profit organizations) have received national attention for their successes. For over three decades, Innovation Depot has been an incubator for entrepreneurship in the city, providing space and resources for up to 100 start-ups at any given time. Its programs, such as the Velocity Accelerator, receive international attention from entrepreneurs. Innovation Depot's economic impact on the Birmingham region over the past five years is estimated to be over $1.6 billion. It is located downtown,

close to campus, and is a joint venture with UAB. The UAB BS in Entrepreneurship will offer more formal ways for UAB and Innovation Depot to collaborate strategically for the benefit of UAB students and Birmingham-based entrepreneurial companies.

Student Demand: There are currently 30 students enrolled in the Entrepreneurship minor at UAB. Informal student survey data illustrate that of those 30 students in the Entrepreneurship minor, at least 90 percent of them have strong interest in the baccalaureate degree if it were available to them. Additional surveys of incoming freshmen to UAB's Collat School of Business indicated entrepreneurship as the third most popular intended major after general business and accounting.

Regional area high schools have provided strong endorsements, as shown in the support letters from Hoover High School and Mountain Brook High School. UAB officials have also met with both Ramsay High School and Hewitt-Trussville High School about their interests in the UAB Entrepreneurship program. Along with the letter from Junior Achievement of Alabama, these engagements make a strong case that interest in entrepreneurship is strong and growing among Alabama high school students, and that these students will be interested in joining the proposed Entrepreneurship program at UAB.

Resources:

Faculty:
Current Primary Faculty—
Full-time: 5
Part-time: 1
Support Faculty—
Full-time: 0
Part-time: 0

Additional Faculty to Be Hired:
Primary Faculty—
Full-time: 0
Part-time: 2
Support Faculty—
Full-time: 0
Part-time: 0

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

Facilities: No new facilities will be required.

Library: The UAB library system provides reading materials in the form of textbooks on loan and assigned readings in periodicals. The library also houses various entrepreneurship research journals for use by faculty members in developing the courses and program as well as for students undertaking research projects in the program.

The UAB library has access to well over 200 databases for students and faculty to conduct coursework, external market research, academic research, and more. The library is well stocked with resources to support educational and research activity in relation to this program

Program Budget: The proposal projected that a total of $30,000 in estimated new funds will be required to support the proposed program. A projected total of $2,088,450 will be available through tuition.

Attachment 3

**The University of Alabama at Birmingham
Bachelor of Science in Entrepreneurship**

Course Number and Title	Number of Credit Hours	* New course
A. University General Education Core Courses	**41 hours**	
Area I: Written Communication	6	
Area II: Humanities and Fine Arts Including CMST 101 (Public Speaking)	12	
Area Ill: Natural Sciences and Mathematics	11	
Area IV: History, Social and Behavioral Sciences Including EC 210 (Principles of Microeconomics) and EC 211 (Principles of Macroeconomics)	12	
B. Lower-level Business Core:	**21 hours**	
BUS 101 or 102 Intro to Business 1	3	
BUS 110 Essentials of Financial Literacy	3	
AC 200 Principles of Accounting I	3	
AC 201 Principles of Accounting II	3	
LS 246 Legal Environment of Business	3	
QM 214 Quantitative Analysis I	3	
QM 215 Quantitative Analysis II	3	
C. Upper-level Business Core:	**25 hours**	
BUS 305 Professional Development for Today's Workplace	1	
BUS 350 Business Communication	3	
FN 310 Fundamentals of Financial Management	3	
MG 302 Management Processes & Behavior	3	
IS 303 Information Systems	3	
MK 303 Basic Marketing	3	
BUS International Business (EC 407, FN 412, MG 415, MK 416, AC 440 or IB 495)	3	
MG 403 Operations Management or DB 320 Distribution Management	3	
Major Capstone Course	3	
D. Entrepreneurship Program Coursework:	**24 hours**	
Required (6 courses for 18 hours)		
ENT 270: Introduction to Entrepreneurial Management	3	
ENT 420: Entrepreneurial Finance	3	
ENT 421: Entrepreneurial Market Analysis and Planning	3	
ENT 422: Strategic Operations for Entrepreneurs	3	

ENT 3XX: Social and Community Enterprise	3	*
ENT 425: Entrepreneurial Leadership	3	
Major Electives (select 2 courses for 6 hours)		
ENT 424: New Product Development	3	
ENT 426: Practicum in Commercialization	3	
ENT 445: Entrepreneurial Venture Internship	3	
ENT 449: Directed Study in Entrepreneurship	3	
ENT 450: I-Corps Lean Startup	3	
IB 495: Innovation and Entrepreneurship in a Global Environment	3	
HC 314: Entrepreneurship and Mutiny	3	*
Total Credit Hours BS in Entrepreneurship	**120**	

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 13, 2020

DECISION ITEM: B-4a

University of North Alabama, Master of Science in Applied Manufacturing Engineering (CIP 14.3601)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Master of Science in Applied Manufacturing Engineering.

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

Implementation Date: The proposed program will be implemented in August 2020. Based on Commission policy, the proposed program must be implemented by September 13, 2022, 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 2021-22, will be at least 6.7, based on the proposal.

2. That the annual average number of graduates for the period 2021-22 through 2026-27 (six-year average) will be at least 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8 (2).

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

The University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2027.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. Alabama has strong industry sectors in both engineering and

       manufacturing, and the program will provide advanced training in engineering and manufacturing business sciences related to manufacturing technologies that are active in Alabama.

2. The program will be offered 100 percent online, which provides flexibility for working engineers to enhance their skills and advance in their jobs and responsibilities.

3. The program will be accredited by ABET, with additional quality assurance from Quality Matters, which will make it a prominent program both regionally and nationally.

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 program proposal, received August 19, 2019, revised January 7, 2020. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of North Alabama								

PROGRAM: Master of Science in Applied Manufacturing Engineering								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**TOTAL**
FACULTY	150,000	150,000	158,000	158,000	166,000	166,000	170,000	1,118,000
LIBRARY								
FACILITIES (Software)	20,000		20,000		20,000		20,000	80,000
EQUIPMENT								
STAFF								
ASSISTANTSHIPS								
OTHER								
TOTAL	170,000	150,000	178,000	158,000	186,000	166,000	190,000	1,198,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**TOTAL**
INTERNAL REALLOCATIONS	102,500	8250	0	0	0	0	0	110750
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	67,500	141,750	189,000	228,375	267,750	307,125	354,375	1,555,875
TOTAL	170,000	150,000	189,000	228,375	267,750	307,125	354,375	1,666,625

ENROLLMENT PROJECTIONS Note: "New Enrollment Headcount" Is defined as unduplicated counts across years.								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**6-YEAR AVERAGE**
FULL TIME HEADCOUNT	Year 1 - No data reporting required	15	17	16	14	11	10	13.8
PART TIME HEADCOUNT	Year 1 - No data reporting required	6	8	8	8	8	10	8.0
TOTAL HEADCOUNT	Year 1 - No data reporting required	21	25	24	22	19	20	21.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	11	7	5	5	5	7	6.7

DEGREE COMPLETION PROJECTIONS Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**6-YEAR AVERAGE**
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	5	6	7	8	8	9	7.2

Attachment 2

Summary of Background Information

Master of Science in Applied Manufacturing Engineering
University of North Alabama

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

Program Description: The proposed program is designed for engineering and science professionals and new graduates who desire to improve their ability to solve real-world problems in manufacturing. The program will emphasize key and essential engineering concepts and allow students to pursue discipline specific subjects consistent with their employment environment or interest. The objective is to prepare graduates for the rapidly changing world of manufacturing. There is clearly a need for highly trained engineering professionals who can support and help grow the manufacturing sector of the region and the nation. This aligns well with a key objective of the University of North Alabama: a commitment to education and training that will help grow and strengthen skill sets that can support a growing economy in this and the surrounding region. The program is designed to provide advanced training in engineering and manufacturing business sciences related to manufacturing technologies and prepare graduates who can assume leadership positions in manufacturing operations that require knowledge of select engineering disciplines and principles related to the organization, improvement, and management of production and manufacturing operations.

Student Learning Outcomes: Graduates of the program will demonstrate the following:

1) an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined manufacturing activities;
2) an ability to select, apply and use knowledge of mathematics, science, engineering, and business to problems in industry;
3) an ability to conduct, analyze, and interpret experiments; and apply experimental results to improve processes;
4) an ability to function or lead effectively as a member or leader on technical teams;
5) an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;
6) an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity; and
7) a commitment to quality, timeliness, and continuous improvement.

These student learning outcomes align well with institutional and the undergraduate engineering technology program outcomes. Continuous improvement of these student outcomes will be accomplished using the strict procedures and guidelines currently in use in Engineering Technology and supported by the Accreditation Board for Engineering and Technology (ABET).

Internal Program Assessment: UNA's assessment review process is supported by three main reporting structures: the annual report, the five-year report, and the meta-assessment.

- The annual report includes the department long term goals, short term goals, and program student learning outcomes.
- The five-year report reviews the goals and accomplishments of a department and its programs for the past five years, and requires a department to look into the next five years. This report serves as a catalyst for the creation of key goals/outcomes for future planning and reporting.
- The meta-assessment is completed by using a meta-assessment process on each department at the university- both academic and non-academic. The program's assessment processes of goals

and student learning outcomes are evaluated using a rubric created by the office of institutional effectiveness.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Sara Lynn Baird, Dean; and the Department of Engineering Technology, Dr. Peter B. Rim, 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). A total of three institutions submitted voting forms indicating support for the proposed program.

Public Review: The program was posted on the Commission website from December 18, 2019 to January 22, 2020 for public review and comments. No comments were received.

Relationship to Existing Offerings: UNA's Department of Engineering and Technology currently offers a BS in Engineering Technology (CIP 15.0000), with options in Bio-Engineering Technology, Chemical Engineering Technology, and Electro-Mechanical Engineering Technology.

Similar Programs: There are no other programs in the Academic Program Inventory listed at CIP 14.3601. Auburn University offers several online, non-thesis MS programs in related fields: MS in Materials Engineering (CIP 14.1801), MS in Industrial and Systems Engineering (CIP 14.3501), and MS in Engineering—Interdisciplinary (CIP 14.0101). Jacksonville State University offers an MS in Manufacturing Systems Technology (CIP 15.9999), which seems more management-oriented. Several other institutions offer master's degrees in general engineering.

Collaboration: The proposal states there is the potential for collaboration with other online programs once the program is established and curriculum synergies are identified.

Accreditation and Quality Assurance: UNA intends to seek specialized program accreditation through the Accreditation Board for Engineering and Technology (ABET). In addition, UNA will seek certification of high-quality online course design for all program courses through Quality Matters, an internationally recognized non-profit organization that provides peer review and certification of quality in online education.

Admissions: The program has no special admission requirements.

Mode of Delivery: The program will be delivered fully online, which is intended to allow working engineers to enhance their skills and advance their careers.

Curriculum: The following new courses will be added to the proposed program: Applied Engineering Programming, Advanced Applied Engineering Mathematics, Advanced Engineering Principles, Quality Management and 6-Sigma, 3D Modeling for Manufacturing Industries, Advanced Applied Chemical Process Engineering, Precision Control and Automated Manufacturing, Bio-Engineered Products, Preventive Maintenance/Reliability Engineering, and Manufacturing Systems Design and Economics.

Program Completion Requirements**:**

Credit hours required in program courses:	21
Credit hours in program electives:	9
Credit hours for thesis or dissertation:	0
Total Credit hours:	**30**

Industry Need: Engineers remain critical to the economic growth of Alabama and there is a great need for engineers who possess advanced training in manufacturing to support sustain and grow Alabama's manufacturing sector in automobiles, chemicals, aerospace and biotechnology. As described subsequently, the number of job openings for manufacturing engineers exceeds the number of students graduated today. The universities in Alabama have active graduate programs in several engineering disciplines often with a research focus. The program being proposed is designed to create professionals

who have core competencies in traditional engineering disciplines and can acquire specialized skills and training in advanced manufacturing and support the growing manufacturing base/industries. During the first six months of 2019, Alabama's employment in the manufacturing sector rose at an average of about 2 percent and regional growth, using figures from Florence, Decatur and Huntsville, was larger than the overall increase in the civilian employment.

Graduates from the engineering technology program at UNA are in demand and have been actively recruited both locally and regionally. Florence, Muscle Shoals, Sheffield and North Alabama are home to companies in several industrial sectors including aerospace, automobiles, chemicals and bio-chemicals. North Alabama (and the Huntsville/Madison area) is home to NASA and the Redstone Arsenal and consequently a concentration of engineering demand exists.

Cummings Research Park in Huntsville is the second largest research park in the US (second to Research Triangle Park in North Carolina) and is home to a large number of engineering-based companies. As the US accelerates support for advanced manufacturing technologies and production, there will be increased demand for engineers who can straddle core competencies from traditional engineering disciplines and business, including concepts from statistical process control, lean manufacturing and six sigma concepts.

Student Demand: A survey was sent to all of the students of the engineering technology program at UNA and of the 14 who responded, all 14 expressed interest in participating in the proposed online program. This number is anticipated to increase as awareness of the program filters to the community and local industry. It is expected that Applied Manufacturing Engineering will attract students from all engineering disciplines, and based on the high percentage of engineers employed in manufacturing in Alabama, it is also expected that about 25 percent of students seeking an MS degree may look to Manufacturing Engineering.

Resources:

Faculty:
Current Primary Faculty—
 Full-time: 0
 Part-time: 0
Support Faculty—
 Full-time: 5-6
 Part-time: 0

Additional Faculty to Be Hired:
Primary Faculty—
 Full-time: 1
 Part-time: 0
Support Faculty—
 Full-time: 0
 Part-time: 0

All current faculty in the Engineering and Technology Department have research doctorates in specific fields of engineering. A new faculty member to be hired will have credentials in engineering and manufacturing, which will include the ability to teach the set of core courses in manufacturing methods and techniques, statistical process/quality control, six sigma methodologies, and knowledge and experience in advanced manufacturing techniques and methods.

Assistantships: No assistantships or fellowships are planned for students in the proposed program.

Equipment: There will be no need for new equipment. UNA currently has laboratory facilities dedicated to Mechanical Engineering, Electrical Engineering, Biological/Chemical Engineering, and 3D modeling.

Facilities: There will be no need for new facilities.

Library: UNA's collection supporting a Bachelor of Science in Engineering Technology is assessed at the level of 3bE, being a collection that provides resources adequate for imparting and maintaining knowledge about the primary and secondary topics of a subject area. UNA's collection, electronic access, and interlibrary loan possibilities provide excellent resources for this 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 and technology 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.

Program Budget: The proposal projected that a total of $1,198,000 in estimated new funds will be required to support the proposed program. A projected total of $1,666,625 in new funds will be available through internal reallocations and tuition.

Attachment 3

Curriculum
Master of Science in Applied Manufacturing Engineering
University of North Alabama

Course Number and Title	Number of Credit Hours	*New
Applied Engineering Programming	3	*
Advanced Applied Engineering Mathematics	3	*
Advanced Engineering Principles	3	*
Quality Management and 6-Sigma	3	*
3D Modeling for Manufacturing Industries	3	*
Advanced Applied Chemical Process Engineering	3	*
Precision Control and Automated Manufacturing	3	*
Bio-Engineered Products	3	*
Preventative Maintenance/Reliability Engineering	3	*
Manufacturing Systems Design and Economics	3	*
Project Management	3	
Leading High-Performance Teams	3	
Business Process Integration with ERP Systems	3	
Engineering Analysis and Simulation	3	*

Total Hours – 30

DECISION ITEM: B-4b

<u>University of North Alabama, Master of Social Work in Social Work (CIP 44.0701)</u>

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

<u>Staff Recommendation</u>:

That the Commission approve the proposed Master of Social Work 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 August 2020. Based on Commission policy, the proposed program must be implemented by September 13, 2022, 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 2021-22, will be at least 8.7, based on the proposal.

2. That the annual average number of graduates for the period 2021-22 through 2026-27 (six-year average) will be at least 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8 (2).

3. That for each graduate cohort, pass rates on the state examination to become a Licensed Master Social Worker (LMSW) meet or exceed the national cohort average, including both first time and repeat exam takers.

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

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, 2027.

<u>Background</u>:

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

Staff recommendation for approval is based on the following rationale:

1. Demand for licensed master social workers remains high, even with existing MSW programs offered at several public institutions in Alabama. The proposed program will help address a shortage of licensed master social workers in the state and region.

2. UNA currently delivers a Bachelor of Social Work degree, and they have the faculty and resources to expand the program to the master's level and earn accreditation from the Council on Social Work Education (CSWE).

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of North Alabama program proposal, received November 26, 2019, revised February 7, 2020. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of North Alabama								
PROGRAM: Masters of Social Work (MSW)								

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**TOTAL**
FACULTY	77,776	77,776	77,776	0	0	0	0	233,328
LIBRARY	5000	1000	1000	0	0	0	0	7,000
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	18,660	0	0	0	0	0	0	18,660
OTHER	0	0	0	0	0	0	0	0
TOTAL	101,436	78,776	78,776	0	0	0	0	258,988

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**TOTAL**
INTERNAL REALLOCATIONS	68,136	12,176						80,312
EXTRAMURAL								
TUITION	33,300	66,600	79,920	113,220	146,520	146,520	146,520	732,600
TOTAL	101,436	78,776	113,320	146,520	146,520	146,520	146,520	812,912

ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" Is defined as unduplicated counts across years.								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**6-YEAR AVERAGE**
FULL TIME HEADCOUNT	Year 1 - No data reporting required	10	12	17	22	22	22	17.5
PART TIME HEADCOUNT	Year 1 - No data reporting required							
TOTAL HEADCOUNT	Year 1 - No data reporting required	10	12	17	22	22	22	17.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	7	10	10	10	10	8.7

DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 "years In computing the degree completions projections average.								
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	Year 1 – No data reporting required	5	5	5	10	10	10	7.5

Attachment 2

Summary of Background Information

Master of Social Work in Social Work
University of North Alabama

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

Program Description: The proposed online Master of Social Work (MSW) program will train students in advanced generalist practice. The MSW program will serve the North Alabama, Tennessee, and Mississippi region, and is intended to address a shortage of trained MSW-level social workers in the region. There will be two program options: A traditional two-year MSW, as well as an accelerated one-year MSW for students who possess a BSW degree from a Council on Social Work Education (CSWE) accredited program. The curriculum will focus on skills and knowledge needed to pass the licensure examination to become a Licensed Master Social Worker (LMSW).

Student Learning Outcomes: Students in the proposed program will:

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic and environmental justice.
3. Engage with individuals, families, groups and communities.
4. Assess individuals, families, groups and communities.
5. Intervene with individuals, families, groups, organizations, and communities.
6. Evaluate practice with individuals, families, organizations and communities.
7. Participate in community engagement and service learning.

These student learning outcomes are commensurate with standards for accreditation by the Council on Social Work Education (CSWE).

Internal Program Assessment: UNA's assessment review process is supported by three main reporting structures: the annual report, the five-year report, and the meta-assessment.

- The annual report includes the department long term goals, short term goals, and program student learning outcomes.
- The five-year report reviews the goals and accomplishments of a department and its programs for the past five years, and requires a department to look into the next five years. This report serves as a catalyst for the creation of key goals/outcomes for future planning and reporting.
- The meta-assessment is completed by using a meta-assessment process on each department at the university- both academic and non-academic. The program's assessment processes of goals and student learning outcomes are evaluated using a rubric created by the office of institutional effectiveness.

Administration: The program will be administered by Dr. Sara Lynn Baird, Dean, College of Arts and Sciences; and the Department of Social Work, Dr. John Hodges, 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). A total of five institutions submitted voting forms for the proposed program. Three institutions supported the proposal, while two institutions expressed concerns about potential duplication and reduction in enrollments in their MSW programs.

Public Review: The program was posted on the Commission website from January 10 until January 30 (twenty days) for public review and comments. No comments were received.

Relationship to Existing Offerings: UNA currently offers a Bachelor of Social Work (BSW) degree, and the proposed program would extend offerings to the master's level.

Similar Programs: The following universities have MSW programs listed at CIP 44.0701: Alabama A&M University, Alabama State University, Auburn University, Jacksonville State University, Troy University, and the University of Alabama.

Collaboration: There are no plans for collaboration initially; however, opportunities may be sought in the future.

Accreditation: In order to obtain licensure as social workers, students must graduate from an accredited program. UNA officials plan to seek licensure for the proposed program through the Council on Social Work Education (CSWE). The CSWE accredits all MSW degrees nationally.

Admissions: Students must meet the following admission requirements:

1. Three reference letters (academic and professional).
2. A resume detailing academic and professional social work experience.
3. A personal statement (500-750 words) addressing the following: a) reason for seeking a Master of Social Work degree; b) relevant experiences which have shaped this decision; c) future professional expectations post-graduation.

Mode of Delivery: According to the proposal, the program will be delivered 100 percent online using the Canvas Learning platform. Internship/practicum would be delivered at an approved site.

Curriculum: All of the proposed program's courses will be new. Students will have the option to complete the proposed program in 1 or 2 years, depending on whether they have already earned a BSW:

Program Completion Requirements for One-Year Accelerated Program for BSW-holders**:**
Credit hours required in program courses:	30
Credit hours required in support courses:	0
Credit hours in required or free electives:	0
Credit hours for thesis or dissertation:	0
Total Credit hours:	**30**

Program Completion Requirements for Two-Year Standard Program**:**
Credit hours required in program courses:	60
Credit hours required in support courses:	0
Credit hours in required or free electives:	0
Credit hours for thesis or dissertation:	0
Total Credit hours:	**60**

Required coursework for the one-year accelerated MSW program includes an internship/practicum consisting of 4 hours. Field internship will be 4 credit hours per year, 8 credit hours total for the two-year MSW program. This equates to 900 total hours in internship contact hours for the two-year program.

Industry Need: Social workers remain a critical need in Alabama and around the nation. Data from the Bureau of Labor Statistics (BLS) indicates that there will be approximately 400 social work openings per year throughout the state, with 120 of those in northern Alabama. The projected growth for social workers for 2018-2028 is 11 percent (well above the national average). This increase in demand is being driven by a growing healthcare and social services sector. The proposed program is designed to create professionals who have core competencies in social work and will be able to gain licensure and enter the workforce immediately upon graduation.

Student Demand: A Qualtrics survey of the students and alumni of the BSW program at UNA was taken, and 146 responses were gathered (85 alumni and 65 current students). A total of 79 percent of those surveyed were interested in a full-time MSW program at UNA, with 89 percent of those surveyed interested in a direct-practice program as proposed by UNA. 76 percent of those surveyed were interested in an online MSW program at UNA.

Resources:

Faculty:
Current Primary Faculty—
 Full-time: 5
 Part-time: 1
Support Faculty—
 Full-time: 1
 Part-time: 0

Additional Faculty to Be Hired:
Primary Faculty—
 Full-time: 1
 Part-time: 3
Support Faculty—
 Full-time: 0
 Part-time: 0

Currently, there are five full-time faculty members with the terminal degree that are qualified to teach in the MSW program. The program is in the process of hiring a sixth full-time faculty member by Fall 2020. All six full-time faculty will share responsibility for teaching within the graduate program. Also, both the undergraduate and the graduate program will each have a Director of Field Instruction, as required by the Council of Social Work Education (CSWE). The graduate program is intended to be a fully accredited program (just as the undergraduate program), and all CSWE requirements pertaining to faculty will be followed.

Assistantships: One graduate assistantship in the amount of $18,660 is planned for the proposed program.

Equipment: There will be no need for new equipment.

Facilities: There will be no need for new facilities.

Library: UNA's Collier Library provides access to 8,449 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 269 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 16 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. UNA's Social Work Department expects modest expenditures to maintain collections in keeping with CSWE standards.

Program Budget: The proposal projected that a total of $258,988 in estimated new funds will be required to support the proposed program. A projected total of $812,912 in new funds will be available through tuition.

Attachment 3

Curriculum
Master of Social Work in Social Work
University of North Alabama

One-Year MSW Advanced Standing Program

COURSE NO.	SOCIAL WORK REQUIREMENTS – 30 HRS	HOURS	SEMESTER/SESSION
SW 605	Advanced Social Welfare Policy Analysis: Development and Evaluation	3	Semester 1 Session 1
SW 661	Advanced Generalist Practice with Children, Adolescents, and Families	3	Semester 1 Session 1
SW 630	Field Internship and Seminar for Social Work Practice	1	Semester 1 Session 1
SW 610	Clinical Assessment and Diagnostic Psychopathology	3	Semester 1 Session 2
SW 665	Advanced Generalist Practice with Groups	3	Semester 1 Session 2
SW 631	Field Internship and Seminar for Social Work Practice	1	Semester 1 Session 2
SW 662	Advanced Generalist Practice with Communities and Organizations	3	Semester 2 Session 1
SW 670	Social Service Program Evaluation: Practice Implications	3	Semester 2 Session 1
SW 632	Field Internship and Seminar for Social Work Practice	1	Semester 2 Session 1
SW 680	Non-Profit Management and Agency Administration	3	Semester 2 Session 2
SW 633	Field Internship and Seminar for Social Work Practice	1	Semester 2 Session 2
SW 600	Social Work Licensure for Workforce Readiness	2	Semester 2 Session 2
SW XXX	Elective	3	Semester 2 Session 2
	TOTAL	30	

Attachment 3 *(continued)*

Two-Year MSW Program: First Year

COURSE NO.	SOCIAL WORK REQUIREMENTS – 30 HRS	HOURS	SEMESTER/SESSION
SW 503	Foundations of Social Work History, Policy, and Philosophy	3	Fall Semester Session 1
SW 515	Human Behavior I	3	Semester 1 Session 1
SW 530	Field Internship and Seminar for Social Work Practice	1	Semester 1 Session 1
SW 516	Human Behavior II	3	Semester 1 Session 2
SW 561	Foundations of Generalist Practice with Individuals and Families	3	Semester 1 Session 2
SW 531	Field Internship and Seminar for Social Work Practice	1	Semester 1 Session 2
SW 565	Foundations of Generalist Practice with Groups	3	SPRING Semester 2 Session 1
SW 524	Social Justice, Human Rights, Advocacy and Sustainability	3	Semester 2 Session 1
SW 532	Field Internship and Seminar for Social Work Practice	1	Semester 2 Session 1
SW 570	Foundation Research Methods	3	Semester 2 Session 2
SW 533	Field Internship and Seminar for Social Work Practice	1	Semester 2 Session 2
SW 500	Social Work Licensure for Workforce Readiness	2	Semester 2 Session 2
SW XXX	Elective	3	Semester 2 Session 2
	TOTAL	**30**	

Two-Year MSW Program: Second Year

COURSE NO.	SOCIAL WORK REQUIREMENTS – 30 HRS	HOURS	SEMESTER/SESSION
SW 605	Advanced Social Welfare Policy Analysis: Development and Evaluation	3	Semester 1 Session 1
SW 661	Advanced Generalist Practice with Children, Adolescents, and Families	3	Semester 1 Session 1
SW 630	Field Internship and Seminar for Social Work Practice	1	Semester 1 Session 1
SW 610	Clinical Assessment and Diagnostic Psychopathology	3	Semester 1 Session 2
SW 665	Advanced Generalist Practice with Groups	3	Semester 1 Session 2
SW 631	Field Internship and Seminar for Social Work Practice	1	Semester 1 Session 2
SW 662	Advanced Generalist Practice with Communities and Organizations	3	Semester 2 Session 1
SW 670	Social Service Program Evaluation: Practice Implications	3	Semester 2 Session 1
SW 632	Field Internship and Seminar for Social Work Practice	1	Semester 2 Session 1
SW 680	Non-Profit Management and Agency Administration	3	Semester 2 Session 2
SW 633	Field Internship and Seminar for Social Work Practice	1	Semester 2 Session 2
SW 600	Social Work Licensure for Workforce Readiness	2	Semester 2 Session 2
SW XXX	Elective	3	Semester 2 Session 2
	TOTAL	**60**	

DECISION ITEM: B-4c

University of North Alabama, Doctor of Philosophy in Exercise Science and Health Promotion (CIP 31.0505)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Doctor of Philosophy in Exercise Science and Health Promotion.

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

Implementation Date: The proposed program will be implemented in August 2020. Based on Commission policy, the proposed program must be implemented by September 13, 2022, 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 2021-22, will be at least 4, based on the proposal.

2. That the annual average number of graduates for the period 2022-23 through 2026-27 (five-year average) will be at least 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8 (2).

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

The University of North Alabama (UNA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2027.

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 has demonstrated its ability to deliver the proposed program based on strong faculty background, existing offerings at the master's level (MS Health and Human Performance, CIP 31.9999), and ties with the UNA Center for the Study of Exercise Science and Health Promotion.

2. With a low number of doctoral programs in Exercise Science or Health Promotion in the state of Alabama, and none in northern Alabama, the proposed program offers an additional option for students to stay within the state when completing their doctoral studies.

3. Demand for PhDs in Exercise Science and Health Promotion remains high in academic settings, as undergraduate enrollment in Kinesiology and related programs continues to grow, without an adequate supply of faculty.

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 program proposal, received August 19, 2019, revised January 6, 2020. Available upon request.

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY							
INSTITUTION: University of North Alabama							

PROGRAM: Doctor of Philosophy in Exercise Science and Health Promotion							
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**TOTAL**
FACULTY	70,000							70,000
LIBRARY	25,000							25,000
FACILITIES (Software)	250,000	250,000						500,000
EQUIPMENT	125,000	125,000						250,000
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	36,000	18,000	18,000					72,000
OTHER	0	0	0	0	0	0	0	0
TOTAL	506,000	393,000	18,000	0	0	0	0	917,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**TOTAL**
INTERNAL REALLOCATIONS	375,000	375,000	0	0	0	0	0	750,000
EXTRAMURAL	0	0	0	0	0	0	0	
TUITION	41,076	41,076	61,614	68,460	68,460	68,460	68,460	417,606
TOTAL	416,076	416,076	61,614	68,460	68,460	68,460	68,460	1,167,606

ENROLLMENT PROJECTIONS *Note: "New Enrollment Headcount" Is defined as unduplicated counts across years.*							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**6-YEAR AVERAGE**
FULL TIME HEADCOUNT	Year 1 - No data reporting required	6	9	10	10	10	10	9
PART TIME HEADCOUNT	Year 1 - No data reporting required	2	2	2	2	2	2	2
TOTAL HEADCOUNT	Year 1 - No data reporting required	8	11	12	12	12	12	11
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	6	3	3	3	3	3	4

DEGREE COMPLETION PROJECTIONS *Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.*							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	**5-YEAR AVERAGE**
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	3	4	4	4	4	3

Attachment 2

Summary of Background Information

Doctor of Philosophy in Exercise Science and Health Promotion
University of North Alabama

Role: The proposed program would be the first Doctor of Philosophy (PhD) program for the University of North Alabama (UNA), and the second doctorate-level program, and is therefore not within the instructional role recognized by the Commission for UNA.

According to ACHE's Guidelines for Instructional Role, the Commission will receive, review, and vote on program proposals in a single discipline at a level higher than an institution's Commission recognized instructional degree level if the proposed program shall contribute strategic benefit to the configuration of current public institution offerings in the state of Alabama. UNA has submitted the proposal to be considered as a program that qualifies for an exception to its instructional role as a unique program in the state of Alabama that would serve a strong, distinct, and well documented societal, education or economic need.

Per the ACHE Guidelines for Instructional Role, an institution considered a non-doctoral institution that has a Commission-approved doctoral program will be given the appropriate doctoral weights only for the credit hours that result from the implementation of the approved program. These credit hours will also receive the doctoral library factor in the ACHE Standard calculation.

Under the ACHE Standard calculation, an institution will retain non-doctoral status until a doctoral role change is made. The institution will not receive full doctoral weighting until a role change occurs. Prior to requesting a role change to the doctoral level, unless specifically required in writing by the accrediting body addressed to ACHE or by the state statute:

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

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

Successful implementation is defined as two years of acceptable post-implementation information, including enrollment data, assessment results of the program learning objectives, as well as survey results of faculty and student feedback regarding each program's efficacy, and documentation of ongoing steps that have been implemented to facilitate graduates' employment. The Commission realizes that some data measures may have limited availability or determination within a two-year timeframe. Specifically, once an institution attains three (3) ACHE-approved doctoral programs in three (3) different CIP categories (2-digit classification) and the role change has been approved by the Commission, it will then be considered a doctoral institution for the purposes of the ACHE Standard calculation and will receive the same component cost factors as other doctoral institutions.

Program Description: The purpose of the PhD in Exercise Science and Health Promotion is to graduate individuals with a terminal degree, well prepared to be exemplary teacher/scholars in college and university settings, or enter select professional positions requiring advanced study. Doctoral students in this degree program will be immersed in ongoing research and scholarship within the department to develop their research abilities. Students will engage in experiences allowing them to develop and advance their teaching effectiveness in the university setting. Students will also be involved in service, such as committees and other initiatives which are an integral part of the higher education experience. The overall objective is to produce graduates at the doctoral level who have been directly involved in

activities at the university that prepare them to seamlessly transition to an assistant professor position in Exercise Science or Health Promotion. Experiences will also effectively prepare those desiring to enter professional positions in the marketplace that require advanced training.

Student Learning Outcomes: Students in the proposed program are expected to:

- Demonstrate understanding of practical and theoretical concepts in exercise science and health promotion and the application of these concepts in professional settings.

- Be able to conduct applied research in exercise science and health promotion as an independent scholar or part of a group.

- Be able to effectively communicate the results of scholarship.

- Demonstrate proficiency in teaching at the university level.

- Demonstrate an understanding of service within a university setting.

- Obtain mastery of the knowledge used to successfully complete nationally recognized certifications in the fields of exercise science and health promotion.

- Develop laboratory skills pertinent to assessment of multiple factors linked with health and fitness.

Internal Program Assessment: UNA's assessment review process is supported by three main reporting structures: the annual report, the five-year report, and the meta-assessment.

- The annual report includes the department long term goals, short term goals, and program student learning outcomes.
- The five-year report reviews the goals and accomplishments of a department and its programs for the past five years, and requires a department to look into the next five years. This report serves as a catalyst for the creation of key goals/outcomes for future planning and reporting.
- The meta-assessment is completed by using a meta-assessment process on each department at the university- both academic and non-academic. The program's assessment processes of goals and student learning outcomes are evaluated using a rubric created by the office of institutional effectiveness.

Administration: The program will be administered by the College of Education and Human Sciences, Dr. Katie Kinney, Dean, and Dr. Matt Green, Associate Dean; and the Department of Kinesiology, Dr. Lee Renfroe, Chair.

Peer Review: The Notification of Intent to Submit a Proposal (NISP) and the program proposal were reviewed by the Alabama Council of Graduate Deans (ACGD). Two institutions submitted voting forms indicating full support for the proposed program.

Public Review: The program was posted on the Commission website from December 18, 2019 to January 22, 2020 for public review and comments. No comments were received.

Relationship to Existing Offerings: UNA currently delivers several related bachelor's and master's level programs in the Department of Kinesiology. The MS program in Health and Human Performance (CIP 31.9999) has concentrations in both Health Promotion and Exercise Science. In addition, the proposed program aligns strongly with the mission of the UNA Center for the Study of Exercise Science and Health Promotion. Founded in 2016, the Center encourages, promotes, and facilitates research and service-based initiatives in the areas of exercise science, health promotion and related fields.

Similar Programs: Doctoral level programs related to the field of Exercise Science are offered at the University of Alabama (PhD in Kinesiology, CIP 31.0505); Auburn University (PhD in Kinesiology, CIP 26.0908). Related to the field of Health Promotion, the University of Alabama and the University of Alabama at Birmingham offer a joint doctoral program (PhD in Health Education/Promotion, CIP 31.0599). Doctoral programs that include both Health Promotion and Exercise Science concentrations exist outside Alabama at the University of Oklahoma and The Ohio State University. UNA's proposed program is unique in combining components of both Exercise Science and Health Promotion into a single doctoral degree program.

Collaboration: There are no plans to collaborate with other institutions at this time. However, UNA is open to the possibility of establishing collaborative ventures with other institutions in the future.

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

Admissions: For admission into the proposed program, the following criteria must be met and documents submitted:

1. Completed application form.
2. Completion of a master's degree in Exercise Science, Health Promotion or related field.
3. Submission of academic transcripts validating scholastic achievement: minimum overall grade point average of 3.0 or higher (4.0 scale) on undergraduate work and 3.0 or higher (4.0 scale) on master's-level work.
4. Current curriculum vita.
5. Two-page statement of purpose outlining career objectives, areas of research interest, details regarding related experience, and why the UNA PhD is a good fit for their professional endeavors.
6. Two to three letters of recommendation attesting to the candidate's academic ability and potential for success as a graduate student, with reference to teaching proficiency/potential and writing and scholarship proficiency/potential.
7. Must have departmental approval.

Mode of Delivery: The program will be offered principally through traditional face-to-face classes. Some courses included as part of the degree program will be online. Examples include specific statistics courses.

Curriculum: The following new courses will be added to the proposed program: Research Methods; Advanced Exercise Testing and Rx; Lab Techniques; Scientific Basis of HHP II; Epidemiology and Prev of Chronic Dis; Cardiac Rehab and EKG int; Critical Analysis Prof Lit; Non-dissertation Research; Adv Approaches to Qual/Quant of Life; Bio-psychosocial aspects of Nutr; Social Determinants of Health; Stress Management; Epidemiology and Prev Chronic Dis; Internship in Health Promotion; Legal issues in SRM; Admin of HPER and Real Prof; Risk Management in SRM; Marketing in SRM; Recreation for Special Populations; Seminar in Health Promotion; Advanced Qualitative Analysis; Advanced Quantitative Analysis; ANOVA and MANOVA; Regression Analysis; Supervised Teaching Practicum; Teaching in the University; Portfolio Development and Defense; and Dissertation Research.

Program Completion Requirements**:**

Credit hours required in program core:	27
Credit hours required in support courses:	9
Credit hours in required or program electives:	12
Credit hours for thesis or dissertation:	12
Total Credit hours:	**60**

In addition, PhD candidates will be expected to teach undergraduate courses in the Department of Kinesiology, both at the 100/200 level and at the 300/400 level. Support coursework (9 hours) will include

supervised teaching practicum and other pedagogical material. Specific courses where graduate students will be heavily engaged include HPE 175 (Essentials of Healthy Living), HPE 213 (Foundations of Health), HPE 221 (Introduction to Health and Physical Education), HPE 225 (Sport Nutrition), HPE 233 (First Aid), and HPE 235 (Medical Terminology).

Industry Need: The PhD in Exercise Science and Health Promotions integrates two distinct fields, both of which are equally growing in demand. Enrollments in the Exercise Science, as well as Health Promotion programs, have increased with trends expected to continue. The Bureau of Labor Statistics projects 13 percent growth (2016- 2026) for exercise physiologists and 16 percent for health educators. Likewise, enrollment in undergraduate and graduate programs continues to increase, and as a result, there is a need for more individuals credentialed in these areas to teach in academic programs. Currently, there is no duplicate program in the state combining Exercise Science and Health Promotion. Students seeking preparation in these areas often attend programs outside the state of Alabama.

With positive employment outlook in coming years, growth in academic programs is expected to continue and this expectation is not limited to the state of Alabama. As programs grow, additional faculty members are necessary to continue to deliver quality programs. A recent job search (February 2019) reflects a substantial need for faculty members in units containing Exercise Science and Health Promotion programs. Many of the position announcements indicate the ideal candidate will be able to teach in both areas (Exercise Science and Health Promotion).

Student Demand: UNA has seen a 240 percent increase in total enrollment (~200 in 2008; ~500 in 2018) in the Department of Kinesiology (previously called the Department of Health, Physical Education, and Recreation) at UNA in the last 10 years. Graduate enrollment in that period has ranged between 9 and 25 students, limited largely by the capacity to offer funding (graduate assistantships). From fall 2010 to fall 2018 the increase for the MS in Health and Human Performance increased by approximately 30 percent. A number of students who complete the MS in Health and Human Performance enroll in a doctoral program upon graduating with their master's degree, usually out of state. This program will offer an option for them to continue their studies in Alabama.

A survey was completed in fall 2018 targeting UNA Health and Human Performance alumni who were accepted to a doctoral program at another university after completing their MS at UNA (n=15). The principal question asked these MS students if they would have considered UNA for their doctoral studies had the department had a PhD program. The responses were 100 percent yes, provided they were offered a graduate assistantship similar to that which was offered at the university they ultimately attended. Of the 15 MS students from UNA completing a doctorate, only 2 remained in the state of Alabama to complete their terminal degree. Thirteen of 15 (86 percent) attended an out-of-state university in a neighboring state. Further, in addition to the previous MS graduates, interest has been shown via unsolicited calls and visits from those who have heard a doctoral program is being proposed.

Resources:

Faculty:
Current Primary Faculty—
   Full-time: 5
   Part-time: 0
Support Faculty—
   Full-time: 1
   Part-time: 0
Additional Faculty to Be Hired:
Primary Faculty—
   Full-time: 0
   Part-time: 0
Support Faculty—
   Full-time: 0
   Part-time: 0

Assistantships: The number of graduate assistantships dedicated to this program will be increased by approximately 6-8 across the initial years of the program. This is to accommodate a healthy number of doctoral students with regard to the number of faculty members available to mentor scholarship efforts and oversee development of teaching skills for these students.

Equipment: In addition to equipment from the existing lab that will be transitioned to the new lab space, the following new equipment will be needed for the proposed program:

Name	Function
Environmental Chamber	Custom engineer climate conditions
Dual Energy X-Ray Absorptiometry	Assess body composition (fat mass, bone density, muscle mass)
Portable metabolic cart	Measure energy expenditure at rest and during exercise to determine a person's fitness/health
YSI blood analyzer	Measures blood lactate, glucose (health/performance measures)
Veletron Cycle Units (3)	Accurate and repeatable cycling fitness testing
Monark Cycle ergometers (5)	Cycling fitness test
Woodway treadmill harness	Fitness testing while alleviating stress/impact on the lower body
High speed treadmill	For increased speed and incline over standard treadmill
EKG Unit	Analyze heart rhythms
Altitude Chamber	Create environment for hypoxic training (simulation of exposure to various altitudes)
V02 Simulator	Calibration of metabolic carts (see above)
Home fitness studio simulation room	Create an atmosphere similar to a home setting to assess personal exercise habits
Centrifuges	Separate liquid materials based on density at high speeds, assess blood, identify anemia changes in blood composition with fitness
Spirometer	Device to assess respiration and breathing
Strength training lab/classroom with 8 lower lifting rack stations	Strength performance research and changes associated with specific types of training
Force plates	Measures ground reaction forces for balance, gait, jumping, etc.
Refrigerated centrifuge	Separate materials based on density (assess blood etc. samples)
Autoclave	Uses heat and pressure to sterilize samples for analysis
Plate reader	Detect and process biological and chemical data (blood, etc.)
Plate washer	Clean surfaces from biological samples for purification
Plate shaker	Agitate flasks, bottles for biological blood etc. analysis
-80 C freezer	Enzyme freezer for quality control and stability freezing of blood for later analysis
Pipettes 1 - 1000 ul	Allows for precise pipetting and measurements when analyzing human samples (blood, sweat, saliva)
Multi-Channel pipette	Allows for precise pipetting and measurements when analyzing human samples (blood, sweat, saliva)
Water Bath and Incubator	Brings reagents and samples to a stabilized temperature for analysis
Expresso Bike (2)	Research for an interactive riding experience and adherence to a virtual reality program

Facilities: Space (approximately 6000 square feet) is currently being renovated to expand the Human Performance Lab. The total amount allotted toward the building renovation is approximately $500,000. The completion of this renovation is to occur within the first two years of the program. The expanded

Human Performance Lab will also serve as principle location for the recently launched UNA Faculty/Staff Wellness Program.

Library: According to the proposal, the libraries at UNA currently house 100s of periodicals, research databases and journal packages that include information relevant to the proposed program.

Program Budget: The proposal projected that a total of $917,000 in estimated new funds will be required to support the proposed program. A projected total of $1,167,606 in new funds will be available through internal reallocations and tuition.

Attachment 3
Curriculum
Doctor of Philosophy in Exercise Science and Health Promotion
University of North Alabama

Course Number and Title	Number of Credit Hours	*New
Exercise Science Core (15hrs)		
Core Courses (9 hrs)		
HPE 700 - Research Methods	3	*
HPE 660 - Scientific Basis of HHP	3	
HPE 702 - Advanced Exercise Testing and Rx	3	*
Advisor Approved Electives (6 hours)		
HPE 763- Lab Techniques	3	*
HPE 761 - Scientific Basis of HHP II	3	*
HPE 740 - Epidemiology and Prev of Chronic Dis	3	*
HPE 664 - Seminar in Exercise Science	3-6	
HPE 703 - Pr of Ex Rx for Res Training	3	*
HPE 796 - Cardiac Rehab and EKG int	3	*
HPE 765 - Critical Analysis Prof Lit	3	*
HPE 691 - Non-dissertation Research	3-6	*
HPE 690 - Independent study	3	
HPE 71O - Adv Approaches to Qual/Quant of Life	3	*
HPE 651 - Special Topics	3	
HPE 680 - Trends and Issues in HPE & rel	3	
HPE 685 - Internship in Exercise Science	3	
Total hrs		
Health Promotion Core (12 hrs)		
Core Courses (9 hrs)		
HPE 743 - Bio-psychosocial aspects of Nutr	3	*
HPE 650 - Social Determinants of Health	3	*
HPE 738 - Stress Management	3	*
Advisor Approved Electives (6 hrs)		
HPE 644 - Integrative Health Coaching	3	
HPE 740 - Epidemiology and Prev Chronic Dis	3	*
HPE 641 - Integrative Health	3	
HPE 686 - Internship in Health Promotion	3	*
SRM 770 - Legal issues in SRM	3	*

SRM 775 - Admin of HPER and Real Prof	3	*
SRM 765 - Risk Management in SRM	3	*
SRM 700 - Marketing in SRM	0	*
SRM 744 - Recreation for Special Populations	3	*
HPE 611 - Seminar in Health Promotion	3-6	*
HEA 623 - University Adv and Fundraising	3	
Total hrs	**12**	
Research/Statistics Core (12 hrs)		
HPE 620 - Introduction to Stats	3	
SRM 550 - Qualitative Research Methods	3	
MA 547 - Mathematical Statistics 1	3	
MA 548 - Mathematical Statistics 2	3	
EDBA 840 - Advanced Qualitative Analysis	3	*
EDBA 830 - Advanced Quantitative Analysis	3	*
HPE 722-ANOVA and MANOVA	3	*
HPE 721 - Regression Analysis	3	*
Total hrs	**12**	
Teaching Emphasis (9 hrs)		
HPE 786 - Supervised Teaching Practicum	6 - 9	*
Advisor Approved Electives (3 hrs)		
UNA 500- 01, 02, 03	0-3	
HPE 700 - Teaching in the University	0-3	*
Total hrs	**9**	
Dissertation and Portfolio Development (12 hrs)		
HPE 794 - Portfolio Development and Defense**	0	*
HPE 795 - Dissertation Research	12	*
Total hrs	**12**	
Overall Program Components		
Exercise Science Core	15	
Health Promotion Core	12	
Research/Statistics Core	12	
Teaching Emphasis	9	
Dissertation and Portfolio Development	12	
Total Program hours	**60**	

DECISION ITEM: B-5

University of West Alabama, Doctor of Business Administration in Rural Business (CIP 52.0299)

Staff Presenter:

Dr. Robin McGill
Director of Instruction and Special Projects

Staff Recommendation:

That the Commission approve the proposed Doctor of Business Administration (DBA) in Rural Business with the implementation date and post-implementation conditions listed below:

Implementation Date: The proposed program will be implemented in August 2020. Based on Commission policy, the proposed program must be implemented by June 6, 2022, 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 2021-22, will be at least 2.67, based on the proposal.

2. That the annual average number of graduates for the period 2022-23 through 2026-27 (five-year average) will be at least 2.25, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (2).

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

The University of West Alabama (UWA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2027.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The program will be the only doctoral program in the nation that focuses on rural businesses and societal issues for transforming rural communities.

2. The program will provide a strategic benefit to the region and the state by supporting new and existing businesses in rural communities.

3. The program is designed to develop a network of certified rural business consultants, transformational leaders, entrepreneurs, and managers with specific skills in rural business start-up, sustainment, and growth locally, regionally, and nationally.

4. The proposed program has garnered strong support from external stakeholders, including the Alabama Small Business Development Center Network, West Alabama Works, the US Department of Agriculture Rural Development Office serving West Alabama, the Alabama Department of Labor, and the Alabama Department of Commerce Workforce Development Division.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of West Alabama program proposal, received November 19, 2019. 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 West Alabama							
PROGRAM: Rural Business, DBA (CIP 52.0299)							
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
FACULTY	$3,200	$6,400	$8,000	$9,600	$12,000	$14,400	$16,000	$69,600
LIBRARY	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$35,000
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
STAFF	$5,200	$5,200	$5,200	$5,200	$5,200	$5,200	$5,200	$36,400
ASSISTANTSHIPS	$7,821	$7,821	$7,821	$7,821	$7,821	$7,821	$7,821	$54,747
OTHER	$37,500	0	0	0	0	0	0	$37,500
TOTAL	$58,721	$24,421	$26,021	$27,621	$30,021	$32,421	$34,021	$233,247

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	$45,200	$45,200	$62,080	$77,600	$97,000	$116,400	$124,160	$567,640
TOTAL	$45,200	$45,200	$62,080	$77,600	$97,000	$116,400	$124,160	$567,640

ENROLLMENT PROJECTIONS							
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	4	6	8	10	12	12	8.67
PART TIME HEADCOUNT	Year 1 - No data reporting required	4	4	4	5	6	8	5.17
TOTAL HEADCOUNT	Year 1 - No data reporting required	8	10	12	15	18	20	13.83
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	8	2	2	1	2	1	2.67

DEGREE COMPLETION PROJECTIONS							
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	5-YEAR AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	1	3	4	5	6	3.8

Attachment 2

Summary of Background Information

Doctor of Business Administration in Rural Business
University of West Alabama

Role: The proposed program is not within the instructional role recognized by the Commission for the University of West Alabama (UWA). UWA currently offers one doctoral level program: Doctorate of Education (EdD) in Rural Education, listed at CIP 13.9999 in the ACHE Academic Program Inventory.

According to the ACHE "Guidelines for Instructional Role," the Commission will receive, review, and vote on program proposals in a single discipline at a level higher than an institution's Commission recognized instructional degree level if the proposed program shall contribute strategic benefit to the configuration of current public institution offerings in the state of Alabama. UWA has submitted the proposal to be considered as a program that qualifies for an exception to its instructional role as a unique program in the state of Alabama that would serve a strong, distinct, and well documented societal, education or economic need.

Per the "Guidelines for Instructional Role," an institution considered a non-doctoral institution that has a Commission-approved doctoral program will be given the appropriate doctoral weights only for the credit hours that result from the implementation of the approved program. These credit hours will also receive the doctoral library factor in the ACHE Standard calculation.

Under the ACHE Standard calculation, an institution will retain non-doctoral status until a doctoral role change is made. The institution will not receive full doctoral weighting until a role change occurs. Prior to requesting a role change to the doctoral level, unless specifically required in writing by the accrediting body addressed to ACHE or by the state statute:

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

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

Successful implementation is defined as two years of acceptable post-implementation information, including enrollment data, assessment results of the program learning objectives, as well as survey results of faculty and student feedback regarding each program's efficacy, and documentation of ongoing steps that have been implemented to facilitate graduates' employment. The Commission realizes that some data measures may have limited availability or determination within a two-year timeframe.

Specifically, once an institution attains three (3) ACHE-approved doctoral programs in three (3) different CIP categories (2-digit classification) and the role change has been approved by the Commission, it will then be considered a doctoral institution for the purposes of the ACHE Standard calculation and will receive the same component cost factors as other doctoral institutions.

Program Description/Objectives: The purpose of the DBA in Rural Business degree is to prepare practitioners and scholars to conduct applied research, to work with rural businesses, and to contribute to the economic development of rural communities locally, regionally, and globally. The program will equip graduates with specialized skills, expertise, understanding, and abilities to identify and address the challenges facing rural businesses. Additionally, coursework and experiential training will prepare graduates to deal with a complex range of issues specific to rural businesses and industries. The program

is intended to serve individuals with a vested interest in rural communities who hold master degrees in related disciplines, as well as individuals (consultants, community planners, economic developers, political leaders, etc.) with a desire to explore non-traditional alternatives for opening or operating businesses in rural communities.

Student Learning Outcomes: Students in the proposed program will demonstrate the following:

1. Conduct qualitative and quantitative research to investigate unique challenges in rural business;

2. Design relevant solutions to resolve rural business problems;

3. Implement theoretical framework in a practical rural business environment; and

4. Author ethical and original research to contribute to the development of the rural ecosystem.

Internal Program Assessment: Course assignments will be linked to student learning outcomes and assessed by instructors using a rubric that measures mastery. Data will be aggregated and disaggregated and discussed bi-annually by the program committee on Assessment Days in the fall and spring. In addition to the student learning outcomes, student professional dispositions are assessed by instructors in each course using a rubric created by the College of Business and Technology.

Administration: The program will be administered by the College of Business and Technology, Dr. Aliquippa Allen, Dean; and the School of Graduate Studies, Dr. B.J. Kimbrough, Dean; and by the Department of Business Administration, Management, and Marketing, Dr. Lina Carr, 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). There were a total of seven responses received, all of which indicated support for the proposed program.

Public Review: The program was posted on the Commission website from December 17 until January 7 (twenty days) for public review and comments. No comments were received.

Relationship to Existing Offerings: UWA currently offers baccalaureate and master's programs in Business Administration, and the proposed program would extend these offerings to the doctoral level, with a specific focus on rural business. Like the proposed DBA, the MBA and BBA are available fully online.

Similar Programs: There are no other graduate level offerings at CIP 52.0299 in the Academic Program Inventory. Several institutions have doctoral programs in general business administration: Auburn University, PhD in Business (CIP 52.0201); University of Alabama, PhD in Management (CIP 52.0201); University of North Alabama, Executive Doctor of Business Administration (CIP 52.0201); and University of South Alabama, PhD in Business Administration (CIP 52.0201). None of these existing programs focuses on rural business administration.

Collaboration: UWA intends to collaborate with local, regional, and state agencies to develop applicable curricula, research projects, and living and learning opportunities necessary to enhance the skills required to analyze business policies and practices on a broader social, political, and economic scale. Letters of support from external stakeholders in workforce and economic development demonstrate readiness to collaborate.

Accreditation: UWA's College of Business and Technology is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and plans to seek accreditation for the proposed program.

Admissions: Students must meet the following admissions requirements for the program:
- A master's degree or above in business or related field

- All official transcripts from regionally accredited institutions
- A minimum GPA of 3.0
- Completed online application for admission, including nonrefundable application fee
- Two (2) Professional letters of recommendation
- Statement of Interest indicating applicant's chief academic and professional interest and reasons for selecting the DBA in Rural Business

Mode of Delivery: Students will primarily take courses online, and some coursework will be offered on campus or in a hybrid format.

Curriculum: All courses in the proposed program will be new. The requirements for the proposed program are listed below.

Credit hours in required program courses	27
Credit hours in selected program track	12
Credit hours required in support courses	9
Credit hours for thesis or dissertation	12-18
Credits for continuing dissertation	1-6
Total credit hours required for completion	**60-66**

The DBA in Rural Business will offer two tracks, each consisting of 4 courses (12 hours):
- Rural Entrepreneurship and Innovation: This track is designed for business professionals or educators interested in creating solutions and new ideas for rural entrepreneurs and small business owners to meet the challenges of the 21st century. This track is also designed for the professionals who are considering higher education as a career or part-time employment.

- Rural and Transformational Leadership: This program is designed to develop effective rural leadership that is practical and capable of addressing multifaceted issues in rural areas. This track is also designed for the professional who is considering higher education as a career or part-time employment.

Industry Need: Geographically, more than three-quarters of the US is rural, and one-fifth of all Americans live and work in rural areas. Alabama is the nation's sixth poorest state, and more than 50 percent of its population lives in 46 of the 67 counties that are designated as rural. Rural businesses are a significant part of the rural ecosystem and the community, and they are vital to economic prosperity. Revitalization, growth, and sustainment of the quality of life in rural communities lie in the hands of those who live there.

Demand over Time for Doctoral-Level Professionals with Rural Business Administration Skills

National Data, September 2016-July 2019[2]

National job postings for doctoral-level professionals with rural business administration skills: 746, 1,137, 1,377, 1,187, 909, 1,077, 953, 1,437, 1,165, 1,531, 1,531, 1,576

Legend:
- National job postings for doctoral-level professionals with rural business administration skills
- National job postings for all doctoral-level professionals
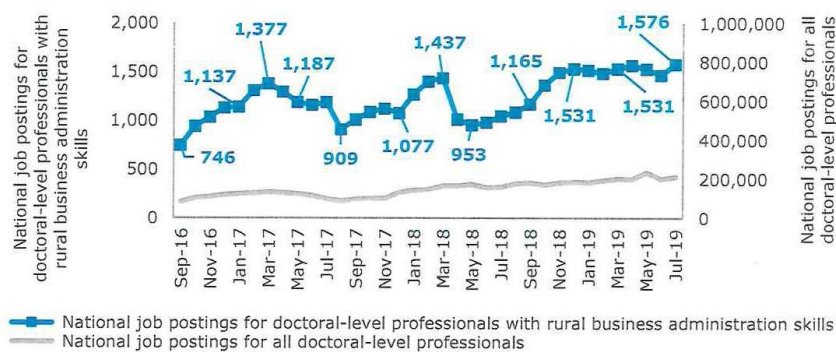
The twelve counties in Alabama's Black Belt region are equipped with small business owners and entrepreneurs who are struggling to survive, yet many do not want to leave their communities of choice. These counties, like other rural communities throughout the US, would benefit greatly from graduates who possess skills and experiences that are needed to change the trajectory of the economic stagnation that exists and begin building rural

innovation ecosystems. UWA engaged external consultants to conduct market research on the viability of developing a Doctor of Business Administration (DBA) with a rural business focus. The research indicated a growing demand for doctorate-level professionals with expertise in rural business (see table above).

Additionally, UWA's proposal included the following support letters attesting to the potential of the program to fulfill an industry need in rural communities:

- Letter from Donald Mills, Director, Small Business Development Center at UWA

- Letter from Donny Jones, Executive Director, West Alabama Works

- Letter from Nivory Gordon, Area Director, USDA Rural Development, Camden Area Office

- Letter from Greg Canfield, Secretary of Commerce, Alabama Department of Commerce

- Letter from Fitzgerald Washington, Secretary of Labor, Alabama Department of Labor

- Letter from Ed Castile, Deputy Secretary, Alabama Department of Commerce

Resources:

Faculty:
 Current Primary Faculty—
 Full-time: 6
 Part-time: 0
 Support Faculty—
 Full-time: 0
 Part-time: 10
Additional Faculty to Be Hired:
 Primary Faculty—
 Full-time: 0
 Part-time: 0
 Support Faculty—
 Full-time: 0
 Part-time: 5

Faculty members teaching in the DBA program will have doctorates in related fields along with experience in rural business. Additional support faculty to be hired will meet the same requirements.

Support Staff: Additional funds of $5,200 per year will support one part-time staff administrator.

Fellowships and Assistantships: The proposed program will offer one assistantship over the first seven years.

Equipment: No special equipment will be needed specifically for this program.

Facilities: No new facilities be required specifically for the program.

Library: Additional funds of $5,000 per year over the course of the program will be used to augment UWA's current collection, which has been assessed by the American Library Association at Level 4 in the field of Business Administration, indicating that it can support instruction and research beyond the master's level. UWA's library has a book collection of 15,994 titles to support study and research in the fields of Business Administration and related fields. In addition, the library subscribes to sixteen online full-text databases that specifically support the course work in the current program under review. Through these online databases and hardcopy subscriptions, students have access to full-text articles in over 9,300 professional journals, many of which include full-text issues that date to the

nineteenth and early twentieth centuries. In addition, the databases provide full-text access to over 8,000 books, as well as a sizeable online collection of full-text monographs, papers, procedures, and conference reports in the business fields and disciplines.

The University of West Alabama has been able to provide the databases to its students because of consortia pricing through the Network of Alabama Academic Libraries (NAAL). In addition, five of the databases that support the business curriculum are provided by the Alabama Virtual Library (AVL). The Julia Tutwiler Library has links to these databases on its homepage. These links allow students who live outside Alabama to access the AVL.

Other: Other funds of $37,500 in year one will support recruitment activities and curriculum development.

Program Budget: The proposal projected that $233,247 in new funds will be required for the program in the first five years, and that $567,640 will be available over the same period through tuition.

Attachment 3

**University of West Alabama
Doctor of Education in Rural Education**

Course Number and Title	Number of Credit Hours	* If new
PROFESSIONAL PROGRAM CORE	27 hours	
RB 700. Orientation to Doctoral Studies	0	
RB 701. Challenges in Rural Business Management	3	*
RB 702. Ethics in Rural Business and Leadership	3	*
RB 703. Advanced Topics in Rural Entrepreneurial Finance	3	*
RB 704. Social and Organizational Issues in Rural Business	3	*
RB 708. Design Thinking and Innovation	3	*
RB 709. Understanding Rural Development and Rural Sourcing	3	*
RB 710. Seminar in Complex Case Studies: Sustainability in Rural, Underserved, and Underdeveloped Communities	3	*
RB 711. Rural Entrepreneurial Ecosystem	3	*
RB 712. Civic and Community Networks and Leadership	3	*
RESEARCH	9 hours	
RB 705. Advanced Qualitative Research	3	*
RB 706. Advanced Quantitative Research	3	*
RB 707. Statistical Analysis: Research Methods and Design	3	*
RURAL ENTREPRENEURSHIP AND INNOVATION TRACK	12 hours	
EN 720. Design and Innovation: Social Entrepreneurship and Social Franchising	3	*
EN 730. Strategic Planning: Holistic Approach to Economic Development and Sustainability	3	*
EN 740. Applied-Based Course: Resource Management in Rural Business: Land Usage, Real Estate, Zoning, and Infrastructure	3	*
EN 750. Project-Based Course: Rural Business Startup	3	*
RURAL TRANSFORMATIONAL LEADERSHIP TRACK	12 hours	
RL 720.Human Resource Management	3	*
RL 730. Strategic Management in Rural Communities	3	*
RL 740. Transformational Leadership and Governance	3	*
RL 750. Seminar in Transformational and Rural Leadership	3	*
DISSERTATION	12-18 hours	
DISS 701. Applied Dissertation I- Prospectus	3	*
DISS 702. Applied Dissertation II- Proposal	3	*
DISS 703. Applied Dissertation III- Proposal	3	*
DISS 704. Applied Dissertation IV- Applied Dissertation	3	*
DISS 705. Applied Dissertation V	1-6	*
TOTAL	**60-66 hours**	

DECISION ITEM: B-6

Lawson State Community College, Associate in Applied Science and Certificate in Radiology Technology (CIP 51.0911)

Staff Presenter:

Margaret Pearson
Academic Program Review Analyst

Staff Recommendation:

That the Commission approve the proposed Associate in Applied Science and Certificate in Radiology Technology.

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

Implementation Date: The proposed program will be implemented August 2020. Based on Commission policy, the proposed program must be implemented by September 13, 2022 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 2021-22 will be at least 18, based on the proposal.

2. That the annual average number of graduates for the period 2021-22 through 2026-27 (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 (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 graduate program.

Lawson State Community College (LAW) 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, 2027.

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. Radiology technologists continue to be in demand within the healthcare industry, and the University of Alabama at

Birmingham (UAB) has approached LAW to partner in developing a pipeline to meet demand for radiology technologists in the Birmingham area.

2.   The average annual salary for radiology technologists in Alabama ranges from $41,620 for positions in Montgomery to $50,650 in Huntsville.

3.   The Radiology Technology program will provide an alternative track for students who are not admitted into LAW's nursing program.

Supporting Documentation:

1.   New Academic Degree Program Application Summary, attached.

2.   Summary of Background Information, attached.

3.   Curriculum for Proposed Program, attached.

4.   Lawson State Community College proposal, dated December 6, 2019. 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: Lawson State Community College

PROGRAM: Associate in Applied Science and Certificate in Radiology Technology (CIP 51.0911)

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
FACULTY	85,000	0	0	65,000	0	0	0	150,000
LIBRARY	5,000	2,000	2,000	2,000	5,000	2,000	2,000	20,000
FACILITIES	0	0	0	0	0	0	0	0
EQUIPMENT	25,000	0	0	60,000	0	0	0	85,000
STAFF	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER	500	500	500	500	500	500	500	3500
TOTAL	115,500	2500	2500	127,500	5,500	2,500	2,500	258,500

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0	0	0
TUITION	81,600	120,700	120,700	147,900	167,450	167,450	167,450	973,250
TOTAL	81,600	120,700	120,700	147,900	167,450	167,450	167,450	973,250

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	6-YEAR AVERAGE
FULL TIME HEADCOUNT	Year 1 - No data reporting required	25	25	30	35	35	35	30.8
PART TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	25	25	30	35	35	35	30.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	15	15	20	20	20	20	18

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

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	10	10	10	15	15	15	12.5

Attachment 2
Summary of Background Information

Lawson State Community College
Associate in Applied Science and Certificate in Radiology Technology (CIP 51.0911)

Program Description/Objectives: The Radiology Technology program is designed to prepare radiographers who will contribute to the profession by performing radiology functions related to the various needs of patients, under the supervision of Physicians and Radiologist-Supervising Clinicians. The program will teach students how to utilize medical radiology techniques to gather and analyze data in order to diagnose a variety of conditions and diseases. The program will include instruction in obtaining, reviewing, and integrating patient histories and data; patient instruction and care; anatomic, physiologic and pathologic data recording; radiology data processing; radiography equipment operation; and professional standards and ethics. Program emphasis will focus on full body radiography, and will prepare students for competent entry level service in the healthcare community of diagnostic radiologic technology, and create opportunities for graduate success in the profession of Radiology Technology.

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

Mode of Delivery: Faculty will present the curriculum through formal ground lecture, laboratory and clinical applications to enhance the learning experience. Written and practical tests are administered at defined intervals.

Similar Programs: The following colleges have similar programs listed at CIP 51.0911 in the Academic Program Inventory: Gadsden State Community College, Jefferson State Community College, Southern Union State Community College, Trenholm State Community College, Wallace State Community College (Dothan) and Wallace State Community College (Hanceville).

Collaboration: LAW intends to collaborate with UAB due to program location and growing need to produce qualified entry-level radiology technologists and to help meet the need in the surrounding 16 hospitals in the Birmingham metro area and other healthcare facilities.

Licensure: The State of Alabama does not require radiology technologists to obtain a license. Anyone interested in certification has to pass the American Registry of Radiologic Technologist (ARRT) certification exam. There are two paths a certification-seeking technologist can take in order to sit for the exam: (1) the individual must have a degree granted by a Joint Review Committee Education Radiologic Technology (JRCERT) accredited program to satisfy the prerequisites for the exam; or (2) if an individual completed a program that is not accredited, they may still apply for the exam, but the person must demonstrate that they have at least one year of work experience in the field to qualify to be tested. Thus, Lawson State Community College (and its partner UAB) plan to seek accreditation and become a JRCERT program, but also ensure that all LAW graduates have the work experience needed to sit for the certification exam. Accreditation will be sought in year two of the program.

Public Review: The program was posted on the Commission website from December 17 until January 7 (twenty days) for public review and comments. No comments were received.

Program Budget: The proposal projected that a total of $258,500 in estimated new funds will be required to support the proposed program. A projected total of $973,250 will be available through tuition.

Attachment 3

Lawson State Community College
Associate in Applied Science and Certificate in Radiology Technology (CIP 51.0911)

Pre-Professional Curriculum (Prior to Program Admittance):	
ORI-101 Orientation	1 Semester credit hour
English Composition I	3 Semester credit hours
Anatomy & Physiology I	4 Semester credit hours
Anatomy & Physiology II	4 Semester credit hours
MTH-100 or higher	3 Semester credit hours
Social or Behavioral Science	3 Semester credit hours
Public Speaking	3 Semester credit hours
TOTAL: Pre-Professional	**21 Semester credit hours**

Professional Phase Curriculum:			
	Course #	Course Name	Credit Hrs.
Semester 1	RAD 111	Introduction to Radiography	2
	RAD 113	Patient Care	2
	RAD 112	Radiographic Procedure I	4
	RAD 114	Clinical Education I	2
Semester 2	RAD 122	Radiographic Procedure II	4
	RAD 124	Clinical Education II	5
	RAD 125	Imaging Equipment	3
Semester 3	RAD 135	Principles of Exposure	3
	RAD 136	Radiation Protection and Biology	2
	RAD 134	Clinical Education III	5
Semester 4	RAD 214	Clinical Education IV	8
	RAD 212	Image Evaluation and Pathology	2
	RAD 250	Advanced Patient Care	3
Semester 5	RAD 227	Review Seminar (*Certification Prep)	2
	RAD 224	Clinical Education V	8
TOTAL: Professional			55
Total Hours Required for AAS Degree			76

Radiology Technology Program Requirements (Advanced Certificate Degree):

Advanced Modality Track (CT/MRI)			
Summer Term:	RAD 251	Advanced Cross-Sectional Anatomy	3
	RAD 249	Procedures in Computed Tomography	3
	RAD 250	Advanced Patient Care	3
	RAD 263	CT Imaging Procedures	5
Fall Term:	RAD 264	CT Physics-Instrumentation & Imaging	5
	RAD 266	Pathology Correlation For CT/MR	4
		Total: 23 sh	

DECISION ITEM: B-7

<u>Request to Amend Post-Implementation Conditions:
Alabama A&M University, Bachelor of Science in
Entrepreneurship (CIP 52.0701)</u>

<u>Staff Presenter:</u>

Ms. Margaret Pearson
Director of Instruction and Special Projects

<u>Staff Recommendation:</u>

That the Commission approve the request to amend post-implementation conditions, as follows:

1) That an additional three-year review period (2020-21, 2021-2022 and 2022-2023) for the program be granted.

2) In this additional review period, the program will meet a post-implementation condition of 7.5 average annual graduates, revised from the original condition of 8 graduates in accordance with ACHE guidelines.

3) That the institution will submit, no later than September 1, 2023, a post-implementation report demonstrating that the program met the post-implementation condition for graduates for the specified period.

<u>Background:</u>

The Bachelor of Science in Entrepreneurship (CIP 52.0701) was approved by the Commission on June 14, 2013. The program was implemented in August 2014.

The program did not meet the post-implementation condition for graduates. The post-implementation report was filed with the Commission on November 5, 2019.

Alabama A&M University (AAM) has requested an extension of three years to achieve the graduation annual average figure of 7.5, revised from the original request of 8 graduates. AAMU officials cite the delay in implementing the program, along with the short post-implementation period, as factors meriting the extension period.

<u>Supporting Documentation:</u>

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

2. Unpublished post-implementation reports and post-implementation requests for the Alabama A&M University. Available upon request.

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

Summary of Report on Post-Implementation Conditions
Alabama A&M University
Bachelor of Science in Entrepreneurship (CIP 52.0701)

Approved by Commission: June 14, 2013

Proposed Implementation Date: August 2013

Actual Implementation Date: August 2014

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2013-14 will be at least 6, based on the proposal.

2. That the average number of graduates for the academic years 2014-15 through 2017-18 (four-year average) will be at least 8, based on the proposal.

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

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

Bachelor of Science in Entrepreneurship (CIP 52.0701)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2014-15 through and 2017-18	Percentage of Graduates Employed in The Field
Required	6	8	75%
Reported	21	3	100%

Condition 1: The program met the enrollment post-implementation requirement.

Condition 2: The program did not meet the graduate post-implementation requirement. Per Decision Item H, ACHE, December 8, 2017, baccalaureate programs are required to produce 7.5 annual graduates on average.

Condition 3: Employment or continuing education condition was met, though this condition is no longer used.

Condition 4: The assessment condition was met.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 13, 2020

INFORMATION ITEM: C-1   <u>Auburn University at Montgomery, New Exempt Off-Campus</u>
                                         <u>Site: Lee High School (Huntsville City Schools), Huntsville, AL</u>

<u>Staff Presenter:</u>   Ms. Margaret Pearson
                                         Academic Program Review Analyst

<u>Staff Recommendation:</u>   For information only.

<u>Proposal:</u>   Auburn University at Montgomery (AUM) plans to offer courses
                                         at the following new off-campus site beginning in spring 2020:

                                         Lee High School, Huntsville City Schools – Huntsville, Alabama

<u>Discussion:</u>   An official with AUM has signed the institutional certification for
                                         the proposed site pledging that a) the new site is in full
                                         compliance with the Commission's Guidelines for the Regulation
                                         of Off-Campus Instruction; and b) the required annual site follow-
                                         up report will be sent.

                                         The new off-campus site proposed by AUM is statutorily exempt
                                         from Commission approval because it is a business and industry
                                         site where employees only are enrolled. Courses will be taught
                                         to school district employees of Huntsville City Schools. Under the
                                         terms of statutory exemption, consent is not required from other
                                         universities within the service area.

                                         The proposal was posted on the Commission website from
                                         January 22, 2020 until February 12, 2020 for public review and
                                         comment. No comments were received.

<u>Supporting Documentation:</u>   1.   Proposal for New Off-Campus Site at Lee High School
                                              (Huntsville City Schools), Huntsville, AL, attached.

                                         2.   "Review of Off-Campus Instruction offered by Public
                                              Postsecondary Institutions," Ala. Admin. Code (Commission
                                              on Higher Education),
                                              r. 300-2-1-.06. Available upon request.

ATTACHMENT 1

Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

SITE INFORMATION

Institution: Lee High School, Huntsville City Schools
<u>**Administrator Responsible for Site**</u>
Name & Title: Dr. Alan Miller, AUM COE Depart Head, Counselor, Leadership, and Special Education
Telephone: (334) 244-3026
Fax: (334) 244-3835
E-Mail: amille42@aum.edu
<u>**Contact Person at Site If Other Than Administrator Above**</u>
Name & Title: Ms. Donna Peavy, Lee HS, CoChair/Dept Head Special Education
Telephone: (256) 428-8150
Fax: (256) 428-8151
E-Mail: donna.epps-peavy@hsv-k12.org
<u>**Location of Proposed Site**</u>
Facility: Lee High School, Huntsville City Schools
Street Address: 2500 Meridian St N
City: Huntsville, AL 35811   **County: Madison**
<u>**When will you begin offering instruction at this site?**</u>
<u>**Spring 2020**</u>

Type of Site	Check One:
Non-Exempt	
Exempt from Review by Statute	
Fall 1978 registration exceeded 500.	
University operated site prior to 1960.	
Site located on military reservation.	
Business & industry site where employees only are enrolled.	X
Exempt from Review by Commission Policy	
Courses delivered via distance learning technology.	
Prison site - courses delivered exclusively to inmates and prison employees.	
High school site exclusively for early admission, accelerated/dual enrollment.	
2-year college site located within SBE approved service area.	
University site located within Commission recognized off-campus service area.	

Note: Follow-up report is not required for individual study courses.

Certification

I hereby certify that if the Commission approves/accepts this proposal, the site will be in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction. The required annual follow-up report will be sent.

Signature of President/Chancellor: *(signature)*

Date: *1-15-20*

COURSE LIST

The institution will develop its schedule at this new site each term from the following list of courses.

Courses (Include Number & Title)
LEAD 6000 - Leadership For Instructional Improvement (3sh)
LEAD 6100 - Instructional Planning For Continuous Improvement (3sh)
LEAD 6200 - Management Of The Learning Organization (3sh)
LEAD 6300 - Instructional Leadership And Human Resources (3sh)
LEAD 6400 - Instructional Leadership: The Law, Ethics and Diversity (3sh)
LEAD 6500 - The Role Of The Instructional Leader In Technology (3sh)

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 13, 2020

INFORMATION ITEM: C-2   Implementation of Non-Degree Programs at Senior Institutions

Staff Presenter: Ms. Margaret Pearson
                                   Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Commission guidelines state that non-degree programs of senior institutions, including pre-baccalaureate, post-baccalaureate, and post-master's certificates do not require Commission approval, but they must be reported to the Commission prior to implementation. The guidelines further state that these certificates are not listed in the Commission's Academic Program Inventory.

In accordance with these guidelines, the following institutions have sent notification regarding the non-degree programs indicated:

Auburn University at Montgomery (AUM)

Post-Baccalaureate Certificate in Governmental Financial Management (CIP 52.0304)

The proposed 12-hour certificate is being developed in conjunction with an MOU between AUM and the Association of Government Accountants (AGA). The goals of the certificate are to increase the number of accountants with knowledge of governmental financial reporting, auditing, and budgeting and to develop in these accountants a better understanding of different components of government financial management processes including budgeting, auditing, internal controls, and operational needs of governmental and nonprofit entities. Upon completion of the program, students will be eligible to sit for the Certified Government Financial Manager (CGFM) examination, a professional certification awarded by the AGA. Students will utilize the related study guides covered in ACCT 6540, along with the course materials provided in the AUM graduate certificate program.

Troy University (TROY)

Post-Master's Certificate in Nursing Education (CIP 51.3203)

The post-MSN nursing education certificate will require graduate students to complete five 3-hour, graduate-level courses, for a total of 15 credit hours to earn the proposed certificate. Students interested in the certificate option can enroll at the master's or doctoral level. The course sequence will include the following: Teaching and Learning Theories in Nursing Education; Teaching Strategies in Nursing Education; Curriculum Design & Development in Nursing Education; and Nursing Education Preceptorship.

Graduate Certificate in Early Childhood Mental Health
(CIP 42.2803)

Administered by the Department of Counseling, Rehabilitation, and Interpreter Training, the 15-hour Infant and Early Childhood Mental Health Counseling Certificate Program (IBCMHCPC) is designed to provide graduate-level course work aligned with Alabama Association for Infant & Early Childhood Mental Health Competency Guidelines. The program will provide an opportunity for current and returning students in the MS in Counseling program to enhance their clinical skill set and expand their professional expertise in working with infant and early-age children and their families. Candidates admitted to the certificate program will complete the following five courses: Intro to Infant/Early Childhood Mental Health, Infant/Early Childhood Testing and Evaluation, Infant/Early Childhood Neuroscience, Diagnosis & Treatment Planning, Reflective Supervision, and Infant/Early Childhood Internship.

Supporting Documentation:

1. "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.

2. Written unpublished documentation provided by the institution. Available upon request.

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INFORMATION ITEM: C-3   Changes to the Academic Program Inventory

Staff Presenter: Ms. Margaret Pearson
                                          Academic Program Review Analyst

Staff Recommendation: For information only.

Background: According to the Commission's definitions relating to program
                                          review (Alabama Administrative Code, Chapter 300-2-1, Review
                                          of Programs & Other Units of Instruction), additions and certain
                                          extensions or alterations of units and programs of instruction
                                          must be submitted as information items not requiring
                                          Commission approval. Examples of information items, according
                                          to the operational definitions, include: 1) changes in program
                                          titles or CIP codes or degree nomenclatures at the same level
                                          (except doctoral) provided no changes in program requirements,
                                          content, or objectives are made, and provided 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. Academic Program Inventory. Available on the
                                              Commission's Website: www.ache.edu.

                                          2. "Reasonable Extensions and Alterations of Existing Units and
                                              Programs of Instruction," Ala. Admin. Code (Commission on
                                              Higher Education), r. 300-2-1.06. Available upon request.

                                          3. Written unpublished documentation provided by the
                                              institutions. Available upon request.

A. Program Inventory Deletions

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

None.

B. 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.

Auburn University	51.0204	~~Communication Disorders~~, MS/MCD Speech, Language, and Hearing Sciences

C. Programs Placed on Inactive Status

None.

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INFORMATION ITEM: C-4   <u>Implementation of New Short Certificate Programs (Less than 30 Semester Hours)</u>

<u>Staff Presenter</u>:   Ms. Margaret Pearson
                            Academic Program Review Analyst

<u>Staff Recommendation</u>:   For information only.

<u>Background</u>:   The Alabama Community College System reports the approval of short certificate programs (less than 30 semester hours) at the following two-year colleges in the fields of study listed below.

<u>Drake State Community and Technical College</u>

<u>Field of Study</u>   <u>CIP Code</u>
Business Administration w/emp in   52.0201
   Entrepreneurship

<u>Lawson State Community College</u>

<u>Field of Study</u>   <u>CIP Code</u>
Radiology Technology (advanced)   51.0911

<u>Northeast Alabama Community College</u>

<u>Field of Study</u>   <u>CIP Code</u>
Medical Assisting Technology   51.0801
Google IT Professional Support   11.1006

<u>Northwest Shoals Community College</u>

<u>Field of Study</u>   <u>CIP Code</u>
Electrical Technology Commercial Technician   46.0302
Electrical Technology Residential Technician   46.0302
Electrical Technology Industrial Technician   46.0302

<u>Supporting Documentation</u>:   1. "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.

                               2. Written unpublished documentation provided by the Alabama Community College System. Available upon request.

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INFORMATION ITEM: Extensions/Alterations to Existing Programs of Instruction

Staff Presenter: C-5   Ms. Margaret Pearson
                                     Academic Program Review Analyst

Staff Recommendation: For information only.

Background: The Code of Alabama, 1975, Section 16-5-8 (c) states:

> "The governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not undertake the establishment of any new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the commission for its review, evaluation, and approval. No state funds shall be expended by any public institution on any new unit or program of instruction which has not been approved by the commission…. The term 'new unit of instruction'…. does not include reasonable extensions or alterations of existing curricula, or programs which have a direct relationship to existing programs. The commission may, under its rulemaking power, define the character of the reasonable extensions and alterations."

As directed in the Code of Alabama Section cited above, the Alabama Commission on Higher Education has defined what is considered as "reasonable." See Alabama Administrative Code (Commission on Higher Education), r. 300-2-1-.06".

The staff has reviewed the items listed in Attachment 1 and has determined that they are reasonable extensions/alterations of existing programs.

Consistent with Commission policy and operational definitions, the specializations will not be identified separately in the Commission's Academic Program Inventory, and the institutions may not identify them as degree programs.

Supporting Documentation: 1. Attachment 1: Proposed Extensions and Alterations to Existing Programs.

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

Alabama Community College System

None.

Four-Year Institutions

Troy University

1. Addition of Concentrations in Anthropology, Geography, History, International Relations, Psychology, and Sociology to the Existing MSSc in Social Sciences (CIP 45.0101)

2. Addition of Concentrations in Cybersecurity, Bioinformatics, and Distributed Systems to the Existing MS in Computer Science (CIP 11.0101)

University of Alabama

1. Addition of a Concentration in School Library Media to the Existing MLIS in Master of Library and Information Studies (CIP 25.0101)

2. Addition of a Concentration in School Library Media Specialist to the Existing EdS in Educational Leadership (CIP 13.0401)

University of Alabama at Birmingham

1. Addition of a Concentration in Environmental and Occupational Health Sciences to the Existing MSPH in Public Health (CIP 51.2201)

University of South Alabama

1. Addition of Concentrations in Biotechnology, Pre-Professional Health Sciences, and Public and Global Health to the Existing BS in Biomedical Sciences (CIP 26.0102)

2. Addition of a Concentration in Primary Care Pathway (PCP) to the Existing MD in Medicine (CIP 51.1201)

University of West Alabama

1. Addition of an Emphasis in Integrated Marketing Communications to the Existing MBA in Business Administration (CIP 52.0201)

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INFORMATION ITEM: C-6   <u>Change in the Name and Establishment of Centers and Departments</u>

<u>Staff Presenter</u>:   Ms. Margaret Pearson
Academic Program Review Analyst

<u>Staff Recommendation</u>:   For information only.

<u>Background</u>:   According to the Commission's definitions relating to program review (Alabama Administrative Code, Chapter 300-2-1, Review of Programs & 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.

<u>Supporting Documentation</u>:   1. "Definitions Recognized By The Commission," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.

2. "Reasonable Extensions and Alterations of Existing Units and Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.

3. Written unpublished documentation provided by the institutions. Available upon request.

A. Establishment of Units

- University of Alabama, Establishment of the Alabama Entrepreneurship Institute

- University of Alabama, Establishment of the Center for Interconnected Behavior and Mental Health Systems (CIBMHS)

- University of Alabama at Birmingham, Establishment of the Division of Breast and Endocrine Surgery in the Department of Surgery in the University of Alabama School of Medicine at UAB

B. Unit Name Changes

- Troy University, Change in the Name of the Department of Mathematics to the Department of Mathematics and Statistics

- Jacksonville State University, Change in the Name of the Department of Art to the Department of Art and Design

- University of South Alabama, Change in the Name of the Department of Economics and Finance to the Department of Economics, Finance, and Real Estate

C. Reorganization

None.

D. Dissolution

None.

INFORMATION ITEM: C-7   Summary of Post-Implementation Reports

Staff Presenter: Ms. Margaret Pearson
                        Academic Program Review Analyst

Staff Recommendation: For information only.

Background: Programs that met post-implementation conditions:

- University of Alabama, Program: Bachelor of Science in Architectural Engineering (CIP 14.0401)

- University of Alabama, Program: Bachelor of Science in Environmental Engineering (CIP 14.1401)

Programs that did not meet post-implementation conditions:

- Alabama A&M University, Program: Bachelor of Science in Entrepreneurship (CIP 52.0701) – Extension requested

Supporting Documentation: 1. Unpublished post-implementation reports submitted by the institutions. Available upon request.

2. "Summary of Reports on Post-Implementation Conditions," attached.

a) Summary of Reports on Programs <u>that Met Post-Implementation Conditions</u>
(Listed by Institution, 4-year then 2-year)

University of Alabama
Bachelor of Science in Architectural Engineering (CIP 14.0401)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: December 6, 2013

Proposed Implementation Date: August 2014

Actual Implementation Date: August 2014

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2014-15 will be at least 18, based on the proposal.

2. That the average number of graduates for the academic years 2017-18 through 2018-19 two-year average) will be at least 10, based on the proposal.

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

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

Bachelor of Science in Architectural Engineering (CIP 14.0401)	Average New Enrollment Headcount 2014-15 through 2018-19	Average Number of Graduates, 2017-18 and 2018-19 (two-year average)	Percentage of Graduates Employed in The Field
Required	18	10	75%
Reported	36.25	10.5	82.6%

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

University of Alabama
Bachelor of Science in Environmental Engineering (CIP 14.1401)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: December 6, 2013

Proposed Implementation Date: August 2014

Actual Implementation Date: August 2014

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2014-15 will be at least 15, based on the proposal.

2. That the average number of graduates for the academic years 2017-18 through 2018-19 (two-year average) will be at least 9, based on the proposal.

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

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

Bachelor of Science in Environmental Engineering (CIP 14.1401)	Average New Enrollment Headcount 2014-15 through 2018-19	Average Number of Graduates, 2015-16 through and 2018-19	Percentage of Graduates Employed in The Field
Required	15	9	75%
Reported	32.25	13.5	56.8%

Condition 1: Enrollment condition met.

Condition 2: Graduate condition met.

Condition 3: Employment or continuing education was not met. This condition is no longer used as a post-implementation requirement.

Condition 4: Assessment condition met.

b) Summary of Reports on Programs <u>that Did Not Meet Post-Implementation Conditions</u>
(Listed by Institution, 4-year then 2-year)

Alabama A&M University
Bachelor of Science in Entrepreneurship (CIP 52.0701)
DID NOT MEET ALL CONDITIONS – Extension requested

Approved by Commission: June 14, 2013

Proposed Implementation Date: August 2013

Actual Implementation Date: August 2014

Post-Implementation Conditions:

1. That the annual average new enrollment headcount for the first five years, beginning in 2013-14 will be at least 6, based on the proposal.

2. That the average number of graduates for the academic years 2014-15 through 2017-18 (four-year average) will be at least 8, based on the proposal.

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

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

Bachelor of Science in Entrepreneurship (CIP 52.0701)	Average New Enrollment Headcount 2013-14 through 2017-18	Average Number of Graduates, 2014-15 through and 2017-18	Percentage of Graduates Employed in The Field
Required	6	8	75%
Reported	21	3	100%

Condition 1: The program met the enrollment post-implementation requirement.

Condition 2: The program did not meet the graduate post-implementation requirement. Per Decision Item H, ACHE, December 8, 2017, baccalaureate programs are required to produce 7.5 annual graduates on average.

Condition 3: Employment or continuing education condition was met, though this condition is no longer used.

Condition 4: The assessment condition was met.