

Alabama Commission on Higher Education
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COMMISSION MEETING

ACHE Commissioner Conference Room 779
RSA Union Building, 7th floor
100 North Union Street
Montgomery, AL 36104
September 12, 2025
10:00 a.m.

Public Zoom Option for Meeting:

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

Meeting ID: 656 909 1900

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1 301 715 8592 US (Washington DC)





AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

RSA Union Building, 7th Floor, Room 779
100 North Union Street, Montgomery, AL 36104

September 12, 2025
10:00 AM

- I. Call to Order / Prayer/ Pledge of Allegiance**
- II. Roll Call of Members and Determination of Quorum**
- III. Approval of Agenda**
- IV. Consideration of Minutes of June 13, 2025.....1**
- V. Chairman's Report**
Commissioner Amy Price
- VI. Election of Officers**
Nominating Committee Report
- VII. Executive Director's Report**
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 - Freedom of Speech Reports
 - Performance Funding
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 - Preliminary Enrollment Report
- VIII. Discussion Items**
 - HBCU Deferred Maintenance Results
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X. Adjournment

MINUTES

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING June 13, 2025

I. Call to Order

The Alabama Commission on Higher Education (ACHE) met in regular session on Friday, June 13, 2025, at the University of South Alabama, McQueen Alumni Center Ballroom, Mobile, Alabama. Commissioner Price called the meeting to order at 10:00 a.m. and asked Commissioner Singleton to open the meeting with a prayer. Commissioner Price then led the audience in the Pledge of Allegiance.

II. Roll Call of Members and Determination of Quorum

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

Commission Members present: Amy Price, Ann Forbes, Larry Turner, Jody Singleton, Rod Scott, Stan Nelson, Michael Spiller, Paul Kennedy, Payne Meadows, Harry Hobbs, and Douglas Ragland.

Dr. Purcell noted that Commissioner Welch resigned from the commission in April 2025.

III. Approval of Agenda

RESOLVED: Commissioner Singleton moved to adopt the published agenda for the June 13, 2025, meeting. Commissioner Forbes seconded. The agenda was approved.

IV. Consideration of Minutes of March 14, 2025.

RESOLVED: Commissioner Kennedy moved for approval of March 14, 2025, minutes. Commissioner Forbes seconded. Motion carried.

V. Chairman's Report

Commissioner Price welcomed attendees, expressed that everyone was pleased to be in Mobile on the University of South Alabama (USA) campus, and thanked USA for hosting the Commission.

She also recognized and thanked the institutional presidents in attendance – President Bonner of USA and President Killingsworth of JSU. She also stated her appreciation to President Bonner, Dr. Kent, Nick Lawkis, and the entire team for their amazing hospitality at the reception. She remarked that her visit to the campus was highly enjoyable, and the opportunity to connect with everyone left a lasting impression as the spirit of the university was especially evident.

President Bonner expressed USA's gratitude for the opportunity to host the Commission's quarterly meeting. He thanked his faculty, staff, students, and families, as well as Dr. Killingsworth, JSU President, for their attendance. He noted that it was an honor to spend time with everyone at the reception and extended special thanks to the university team and faculty members who helped make the evening memorable.

President Bonner highlighted the important role the Commission plays in shaping the future of the state. He shared that when speaking with young people, he emphasizes that opportunities today are greater than ever and continue to grow with access to quality education. He stated that Alabama is fortunate to have 14 incredible public universities and 24 strong community colleges, but emphasized that none of this success would be possible without the leadership and support of the Commission. He thanked the Commission for its ongoing work in advancing higher education.

He also gave his sincere thanks to Dr. Jim Purcell, Jacinta Whitehurst, Jamarcus White, and the entire

Commission staff for their efforts in bringing this meeting to fruition. He acknowledged how traveling meetings require significant behind-the-scenes work and expressed gratitude for the efforts that ensured the event ran smoothly.

Commissioner Price announced the appointment of the Nominating Committee for the election of officers.

Committee members appointed were Commissioners Singleton (Chair), Scott, Turner, and Forbes. The committee will report at the September 12, 2025, meeting of the Commission.

VI. Executive Director's Report

Dr. Jim Purcell recognized Commissioner Price whose term will be ending August 31, 2025, for her 9 years of service with the Commission as well as the Chair for the last year, presenting her with two plaques.

Dr. Purcell introduced a new employee, Dr. Jessie Lynn Nichols, Communications and Governmental Relations Coordinator.

Dr. Purcell highlighted ACHE's Research Fellows and summer interns working this year for the agency.

Dr. Purcell reported on the following:

- Pathways to Progress
- Apprenticeship Update
- Comparisons by State

Dr. Purcell provided a brief overview of the upcoming Pathways to Progress Initiative, gave an update on the apprenticeship program, deferring to Dr. Stephanie Dolan for further details, and presented an analysis of tuition comparisons by state over time.

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

VII. Discussion Items

- 2025 Legislative Session Recap
Dr. Stephanie Dolan shared information on the Commission's FY2026 ETF budget, the supplemental appropriation, and the status of proposed bills for the 2025 legislative session.
- 2024 Employment Outcomes Report
Dr. Jim Hood provided a brief overview of the 2024 Employment Outcomes Report, which is available for viewing on the ACHE website.

VIII. Decision Items

A. Preliminary Approval of Administrative Procedures for the New Chapter §300-4-14: Alabama Athletic Trainer Loan Assistance Program

Mrs. Artcola Pettway presented the staff recommendation to the Commission with a recommendation for preliminary approval of the administrative procedures for the Alabama Athletic Trainer Loan Assistance Program.

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

B. Final Approval of Repeal and New Rule §300-2-1-.01 within Administrative Procedures for Academic Program Review

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for final approval of the Repeal and New Rule.

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

C. Academic Programs

1. Athens State University

Bachelor of Science in Cybersecurity (CIP 11.1003)

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

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

2. Jacksonville State University

Doctor of Science in Emergency Management (CIP 43.0302) – Substantive Modification

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

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

3. The University of Alabama

Master of Science in Biomedical Engineering (CIP 14.0501)

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

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

4. University of Montevallo

Bachelor of Business Administration in General Business (CIP 52.0101)

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

RESOLVED: Commissioner Ragland moved to accept the recommendation for approval. Commissioner Forbes seconded. Motion carried.

5. University of South Alabama

Bachelor of Science in Business Administration in Marketing (CIP 52.1401) – Substantive Modification

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

RESOLVED: Commissioner Hobbs moved to accept the recommendation for approval. Commissioner Forbes seconded. Motion carried.

6. University of West Alabama

Master of Science in Exercise Science (CIP 31.0505)

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

RESOLVED: Commissioner Ragland moved to accept the recommendation for approval. Commissioner Spiller seconded. Motion carried.

7. Calhoun Community College

Associate of Applied Science in Diesel Technology (CIP 47.0605)

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

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

8. Substantive Modification to Academic Program Inventory: Southern Union State Community College

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation to approve the requested extension.

RESOLVED: Commissioner Turner moved to accept the recommendation to approve the requested extension. Commissioner Nelson seconded. Motion carried.

9. Approval of Service Areas for Public Universities and Two-Year Institutions

Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation to approve the requested extension.

RESOLVED: Commissioner Forbes moved to accept the recommendation to approve the requested extension. Commissioner Spiller seconded. Motion carried.

D. Information Items

RESOLVED: Commissioner Singleton moved that the Commission accept Information Items 1 through 5. Commissioner Forbes seconded. Motion carried.

1. Implementation of For-Credit Non-Degree Certificate Programs
2. Changes to the Academic Program Inventory
3. Curricular Modifications to Existing Degree Programs
4. Updates to Academic Units
5. Implementation of Distance Education Programs

E. Preliminary Approval of Administrative Procedures for the New Chapter §300-4-15: Alabama Law Enforcement Officers' Family Scholarship

Mrs. Tadena Jones presented the staff recommendation to the Commission with a recommendation for preliminary approval of the administrative procedures for the Alabama Law Enforcement Officers' Family Scholarship

RESOLVED: Commissioner Hobbs moved to accept the recommendation for preliminary approval. Commissioner Spiller seconded. Motion carried.

IX. Adjournment

The meeting was adjourned at 11:20 a.m.

The next meeting of the Commission is scheduled for September 12, 2025.

Amy Price, Chairman

Sworn to and subscribed before
me this the ____ day of _____ 2025.

James E. Purcell, Executive Director

Notary Public

DECISION ITEMS

DECISION ITEM: A

Approval of 2026 Meeting Schedule

Staff Presenter:

Dr. Jessie Lynn Nichols
Communications and Governmental Relations Coordinator

Staff Recommendation:

That the Commission approve the proposed meeting schedule for 2026.

The following dates are all Fridays.

Proposed Meeting Schedule for 2026:

March 13, 2026
June 12, 2026
September 11, 2026
December 11, 2026

Background:

The proposed schedule was developed with the following considerations:

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

Supporting Documentation:

None.

ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, September 12, 2025

DECISION ITEM: B

Annual Report: Alabama Commission on Higher Education
2024-2025

Staff Presenter:

Dr. Jessie Lynn Nichols,
Communications and Governmental Relations Coordinator

Staff Recommendation:

That the Commission approve the report as presented.

Background:

According to Section 16-5-10 (9) of the Code of Alabama, the Alabama Commission on Higher Education is required to submit to the Governor and to the Legislature an annual report highlighting the designated fiscal year's activities of the Commission.

Supporting Documents:

2024-2025 Annual Report- Alabama Commission on Higher Education, attached.

ALABAMA COMMISSION ON
HIGHER EDUCATION



2025 ANNUAL REPORT



ADVANCING HIGHER EDUCATION IN ALABAMA
ACCESSIBILITY. AFFORDABILITY. COORDINATION.



ALABAMA COMMISSION ON HIGHER EDUCATION

The Alabama Commission on Higher Education, a statewide 12-member lay board appointed by the Governor, Lieutenant Governor, and Speaker of the House and confirmed by the Senate, is the state agency responsible for the overall statewide planning and coordination of higher education in Alabama, the administration of various student aid programs, and the performance of designated regulatory functions. The Commission seeks to provide reasonable access to quality collegiate and university education for the citizens of Alabama. In meeting this commitment, the Commission facilitates informed decision making and policy formulation regarding wise stewardship of resources in response to the needs of students and the goals of institutions. The agency also provides a state-level framework for institutions to respond cooperatively and individually to the needs of the citizens of the State.

Responsibilities of the Commission include the following:

- Approves new units of instruction (This includes new institutions, mergers, branch campuses, colleges, schools, divisions and departments);
- Approves any new academic programs;
- Approves off-campus instruction;
- Facilitates planning for higher education;
- Reviews and makes recommendations concerning existing programs;
- Prepares a Consolidated Budget Recommendation to the Governor and Legislature;
- Collects and compiles information concerning higher education in the State;
- Administers student assistance programs;
- Conducts studies on higher education issues and makes recommendations to the institutions, the Legislature and the Governor concerning its findings;
- Provides a state-level framework for institutions to respond cooperatively and individually to the needs of the citizens of the State;
- Reviews institutional facilities masterplans and report to trustees and the Legislature;
- Maintains an electronic student unit record system to provide accountability on student progress;
- Provides oversight for the programmatic review of public and private institutions operating as foreign corporations in Alabama, in accordance with the statutory authority granted to the Commission; and
- Serves as the state portal for Alabama's participation in the National Council for State Authorization Reciprocity Agreements (NC-SARA).



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ACHE COMMISSIONERS



AMY SHIPLEY PRICE, CHAIR
3RD DISTRICT
TERM: 09/01/2016 - 08/31/2025



STAN NELSON, VICE CHAIR
AT-LARGE
TERM: 08/01/2019 - 08/31/2027



ANN FORBES SIRMON
1ST DISTRICT
TERM: 09/01/2020 - 08/31/2029



HARRY HOBBS
5TH DISTRICT
TERM: 02/18/2025 - 08/31/2033



PAUL W. KENNEDY
4TH DISTRICT
TERM: 09/01/2020 - 08/31/2029



PAYNE MEADOWS
2ND DISTRICT
TERM: 09/01/2024 - 08/31/2033



ACHE COMMISSIONERS



DOUGLAS RAGLAND
6TH DISTRICT
TERM: 02/18/2025 - 08/31/2033



SHANE SPILLER
7TH DISTRICT
TERM: 02/21/2024 - 08/31/2029



ROD SCOTT
AT-LARGE
TERM: 08/01/2019 - 08/31/2028



JODI SINGLETON
AT-LARGE
TERM: 09/01/2021 - 08/31/2030



LARRY TURNER
AT-LARGE
TERM: 03/27/2019 - 08/31/2027



TERRY WELCH
AT-LARGE
TERM: 02/2/2024 - 02/20/2031
Resigned 04/09/2025



MESSAGE FROM THE COMMISSION CHAIR



AMY SHIPLEY PRICE

Since 1979, the Alabama Commission on Higher Education has been charged with the overall planning and coordination of higher education in the State of Alabama. This includes administering various student aid programs as well as performing designated regulatory functions. ACHE has a long history of advancing higher education and 2025 was certainly no exception.

During 2025, ACHE saw an increase of 19.6% in legislative funding. We are grateful to Governor Ivey and the legislature for their continued support for ACHE.

This increase is instrumental in our continued efforts to keep accessibility, affordability, and coordination for students and institutions as the top priority. One highlight of this year has been the development of our Pathways to Progress Initiative. This initiative seeks to align educational instruction and attainment with workforce demands in designated economic regions by providing scholarships and strategic advising. Related efforts, like the FAFSA Completion Initiative, further support this effort. The increase in FAFSA completion rates improves access to higher education for all Alabama students. Through the continued work of these initiatives, we can build stronger, resilient communities and create a lasting impact across Alabama.

The Alabama Commission on Higher Education is paving the way for sustained progress by aligning workforce and education priorities. It has been a privilege to serve as chair of the Commission this past year, and I am particularly grateful for the opportunity to represent District 3 over the last nine years. The future of ACHE is bright under the leadership of our current Commissioners, Dr. Purcell, and the ACHE team. I want to thank each of them for their dedication to higher education in Alabama.



LETTER FROM THE EXECUTIVE DIRECTOR

It has been a strong year for higher education in Alabama. Enrollment at the state's public colleges and universities continued to rise, and both the Governor and the Legislature reaffirmed their commitment to student success by approving a fourth consecutive year of funding increases of six percent or more. In addition to sustained operational support, campuses also benefited from one-time appropriations to address deferred maintenance and critical facility needs.

Following last year's challenges with the rollout of the revised Free Application for Federal Student Aid (FAFSA), we are pleased to report a 21% year-over-year increase in FAFSA completions. Alabama currently ranks 12th in the nation for overall completions, an achievement that reflects the resilience of our students, the dedication of our educators, and the strength of our statewide support systems.

This year also marked a major milestone for the Network of Alabama Academic Libraries (NAAL), as they celebrated their 40th anniversary. NAAL's primary mission is to foster communication and collaboration among its member libraries. The organization places a strong emphasis on the collective purchasing and sharing of collections, products, and services that support teaching, learning, and research across Alabama's institutions of higher education.

As we reflect on these achievements, we remain committed to building a stronger, more connected higher education system, one that prioritizes innovation and opportunity for all. Thank you for your continued support as we move forward in shaping Alabama's educational and economic future.



DR. JIM PURCELL



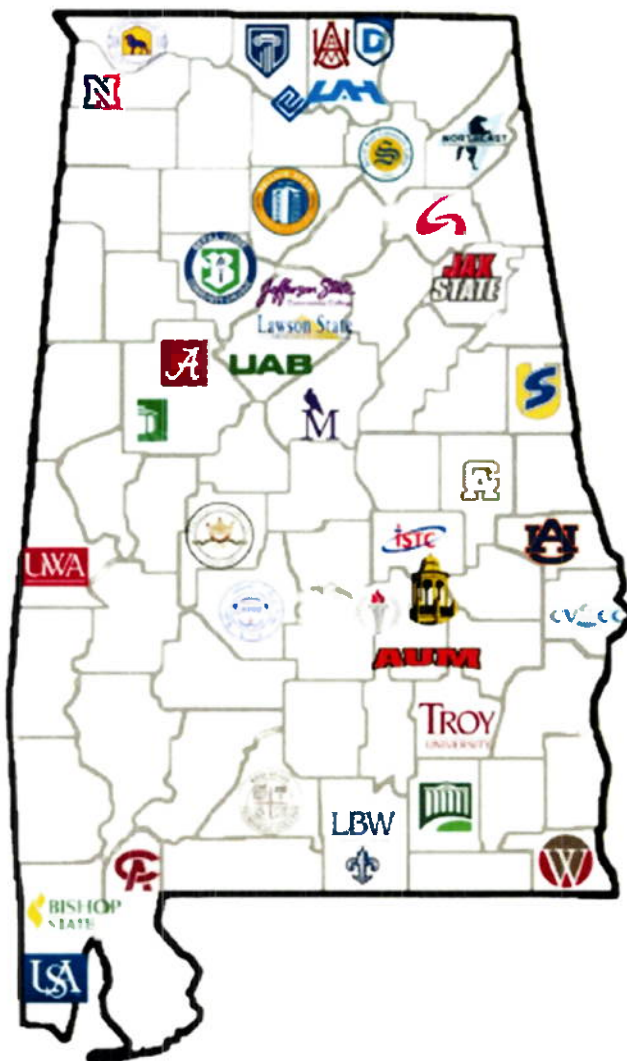
ALABAMA PUBLIC INSTITUTIONS

4-Year Institutions

Alabama A&M University (AAM)
Alabama State University (ASU)
Athens State University (ATSU)
Auburn University (AU)
Auburn University at Montgomery (AUM)
Jacksonville State University (JSU)
Troy University (TROY)
University of Alabama (UA)
University of Alabama at Birmingham (UAB)
University of Alabama in Huntsville (UAH)
University of Montevallo (UM)
University of North Alabama (UNA)
University of South Alabama (USA)
University of West Alabama (UWA)

2-Year Institutions

Bevill State Community College (BEV)
Bishop State Community College (BIS)
Calhoun Community College (CAL)
Central Alabama Community College (CEN)
Chattahoochee Valley Community College (CVC)
Coastal Alabama Community College (CACC)
Drake State Community and Technical College (DRA)
Enterprise State Community College (ENT)
Gadsden State Community College (GAD)
Ingram State Technical College (ING)
Jefferson State Community College (JSC)
Lawson State Community College (LAW)
Lurleen B. Wallace Community College (LBW)
Marion Military Institute (MMI)
Northeast Alabama Community College (NEC)
Northwest Shoals Community College (NWS)
Reid State Technical College (REI)
Shelton State Community College (SHC)
Snead State Community College (SND)
Southern Union State Community College (SOU)
Trenholm State Community College (TRE)
Wallace Community College – Dothan (WSD)
Wallace State Community College – Hanceville (WSH)
Wallace State Community College – Selma (WSS)



LEGISLATIVE UPDATES

Historic State Support for Public Education

The 2026 Education Trust Fund bill was signed into law in May 2025 by Governor Ivey and saw an increase in appropriated funds for education in the state, totaling \$9.09 billion. This budget included one of the largest appropriations into Higher Education in Alabama history.

Act 2025-270 FY26 Operating Budget for Higher Education

Institution Type	Amount Received	Percentage Increase Over FY25
Two-Year	\$622,223,785	6.01%
Four-Year*	\$1,776,618,830	6.64%
Other Higher Education	\$158,228,445	9.66%
Total Higher Education	\$2,557,071,060	6.66%

Act 2025-268 Supplemental Funding for Higher Education

Alabama Center for the Arts	\$100,000
Marine Environmental Science Cons/Dauphin Island Sea Lab	\$7,000,000
Alabama A&M University	\$5,972,688
Alabama State University	\$4,180,844
University of Alabama System	\$54,287,475
Athens State University	\$3,772,700
Auburn University	\$26,067,000
Auburn University at Montgomery	\$3,262,202
Jacksonville State University	\$5,632,743
University of Montevallo	\$4,028,237
University of North Alabama	\$5,884,716
University of South Alabama	\$15,580,106
Troy University	\$6,312,751
University of West Alabama	\$4,058,290
Tuskegee University	\$3,950,000
Miles College	\$250,000
Alabama Community College System	\$55,811,836
Firefighters' Personnel Standards and Education Commission/Fire College	\$4,300,000
The Alabama Commission on Higher Education	
Nature Discovery Center - Landtrust of North Alabama	\$ 1,000,000
North Alabama Agriplex	\$ 900,000
Pathways to Progress	\$ 500,000
Judge Horton Civil Justice Learning Center	\$ 1,700,000
Alabama Veterinary Hospital - Birmingham Zoo	\$ 1,200,000
Tennessee Riverline Program	\$ 175,000
Kingdom College	\$ 80,000
Selma University	\$ 75,000

*Supplemental funding in Alabama Higher Education refers to additional state-allocated resources beyond regular operating budgets. These funds support specific initiatives, capital projects, or emerging needs not covered by standard appropriations.



LEGISLATIVE UPDATES

Act 2025-269 Advancement and Technology FY 2025 Supplemental Appropriation

Alabama Community College System	\$126,530,406
Alabama A & M University	\$7,901,761
Alabama State University	\$4,380,745
Alabama System, Univ of	\$80,045,407
Athens State University	\$4,378,421
Auburn University	\$37,876,092
Auburn University Montgomery	\$6,001,837
Jacksonville State University	\$13,743,270
Montevallo, University of	\$3,513,270
North Alabama, University of	\$13,202,648
South Alabama, University of	\$16,909,551
Troy University System	\$17,732,102
West Alabama, University of	\$8,677,840
Tuskegee University	\$1,231,650

The Advancement and Technology Fund is a state appropriated fund established by the Alabama Legislature using Education Trust Fund (ETF) revenues. It provides public colleges and universities with dedicated resources for instructional technology, facility upgrades, and workforce development, aiming to enhance student success and institutional capacity.

ACHE Board Appointments

- Alabama Local Government Training Institute (ALGTI)
- Alabama STEM Council
- Alabama Terminal for Linking and Analyzing Statistics (ATLAS) on Career Pathways
- Alabama Virtual Library Advisory Council
- Alabama Workforce Council Committee on Credential Quality and Transparency
- Forever Wild Land Trust
- Health Care Workforce Task Force
- Joint Interim Study Commission on Responsible Technology Purchases
- Postsecondary Math Task Force
- Principal Mentoring and Leadership Committee



INSTITUTIONAL FINANCE

CONSOLIDATED BUDGET RECOMMENDATION

The Commission receives, evaluates, and coordinates budget requests for the public institutions of higher education in Alabama. ACHE conducts budget hearings to gather additional insight and justification for funding needs. A single consolidated budget report containing budget recommendations for separate appropriations to each of the institutions is presented annually to the governor and legislature. The recommendation of the Commission is based on, but not limited to, assessment of institutional requests, funding needs derived from standard techniques of objective measurement and need, and unit cost figures calculated using comparative, verified data supplied by the institutions. The Consolidated Budget Recommendation also includes the Commission's recommendation for a variety of statewide programs and activities.

Alabama Public Higher Education Institutions				
Institutions	FY 2024-2025 Appropriation	FY 2025-2026 Budget Request	FY 2025-2026 Recommendation	FY 2025-2026 Appropriation
Alabama A & M University	\$57,304,433	\$71,859,831	\$61,242,443	\$61,115,089
Alabama State University	\$62,783,930	\$67,315,683	\$66,525,586	\$66,556,368
Alabama, Univ of - Main Campus	\$248,302,456	\$268,649,829	\$265,444,683	\$266,214,571
Alabama, Univ of - Birmingham	\$397,409,628	\$429,037,170	\$419,485,867	\$421,143,986
Alabama, Univ of - Huntsville	\$72,681,686	\$143,932,879	\$77,196,566	\$77,280,307
Athens State University	\$21,741,509	\$24,696,858	\$23,264,674	\$23,502,462
Auburn University	\$355,844,105	\$390,735,372	\$377,129,459	\$379,246,504
Auburn University Montgomery	\$33,112,856	\$35,752,691	\$35,178,559	\$34,989,116
Jacksonville State University	\$57,483,222	\$63,806,376	\$61,696,928	\$61,933,407
Montevallo, University of	\$30,730,750	\$33,633,825	\$32,453,002	\$33,018,738
North Alabama, University of	\$53,339,628	\$66,025,000	\$56,309,257	\$57,665,778
South Alabama, University of	\$161,458,465	\$181,904,311	\$171,243,355	\$171,209,511
Troy University System	\$82,021,926	\$104,075,000	\$85,929,812	\$87,931,064
West Alabama, University of	\$31,265,149	\$33,915,000	\$32,444,912	\$34,218,443
Total Public Senior Institutions	\$1,665,479,743	\$1,915,339,825	\$1,765,545,103	\$1,776,025,344
Public Two-Year Institutions*	\$457,974,345	\$486,311,163	\$484,884,732	\$485,311,163
Total All Public Institutions	\$2,123,454,088	\$2,401,650,988	\$2,250,429,835	\$2,261,336,507

*The Two-Year Institution line includes O&M for Public Two-Year Institutions, Marion Institute, and Prison Education.

Alabama's higher education institutions requested an increase of 13.1% for their 2025-26 budgets. The Commission approved a recommendation for an increase of 6%, totaling \$2,250,429,835 based upon the estimate of funds available for Higher Education. In Act 2025-270, the Legislature appropriated a total of \$2,261,336,507 from the Education Trust Fund (ETF) to these institutions, an increase of 6.5% above the previous year's budget.



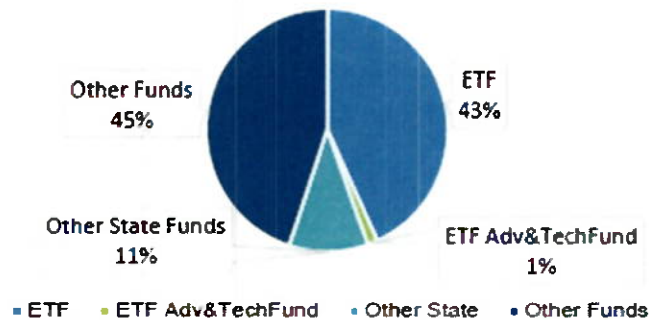
INSTITUTIONAL FINANCE

FACILITIES MASTER PLAN AND CAPITAL PROJECTS REQUESTS

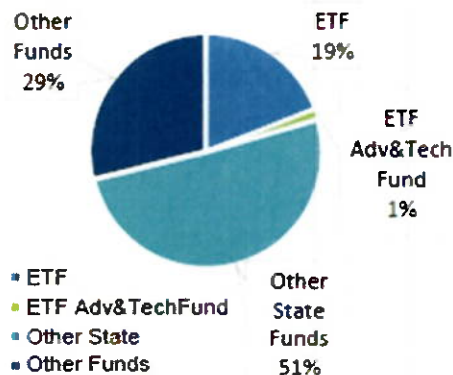
Each public two- and four-year institution submitted a Facilities Master Plan and Capital Projects Request to the Commission as required by statute. The Facilities Master Plan and Capital Budget Request report for the period covering FY 2026-30 was presented at the December 13, 2024, Commission meeting. The two- and four-year institutions project they will need over \$9.6 billion to fund capital projects during this five-year period. The charts below indicate a close to half of this funding will be requested from the Education Trust Fund.

SOURCES OF FUNDING FOR REQUESTED CAPITAL PROJECTS

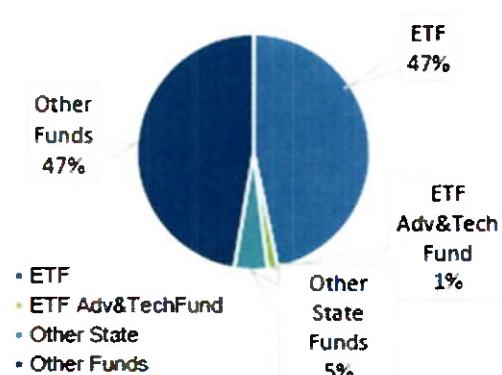
Total Two- and Four-Year Institutions



Two-Year Institutions



Four-Year Institutions



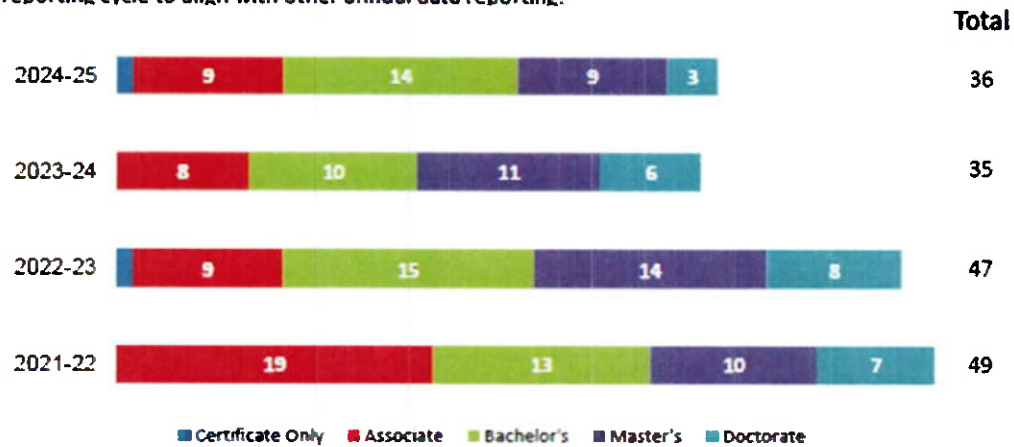
*Other State Funds – Direct Legislative appropriations, statewide capital bond issues or any other funding not from the ETF.
**Other Funds – All other potential sources of funding other than direct legislative appropriations.



ACADEMICS

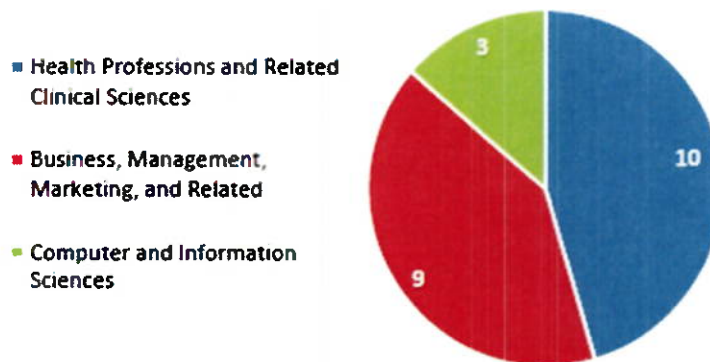
New Academic Program Approvals 2024-2025

Between September 2024 and June 2025, the Commission approved 36 new degree programs. Compared with previous cycles, the 2024-25 year had fewer graduate-level programs approved, including only three new doctoral programs. In the 2023-24 report, ACHE shifted the program reporting cycle to align with other annual data reporting.



Source: ACHE Program Inventory

Top New Program Areas of Study

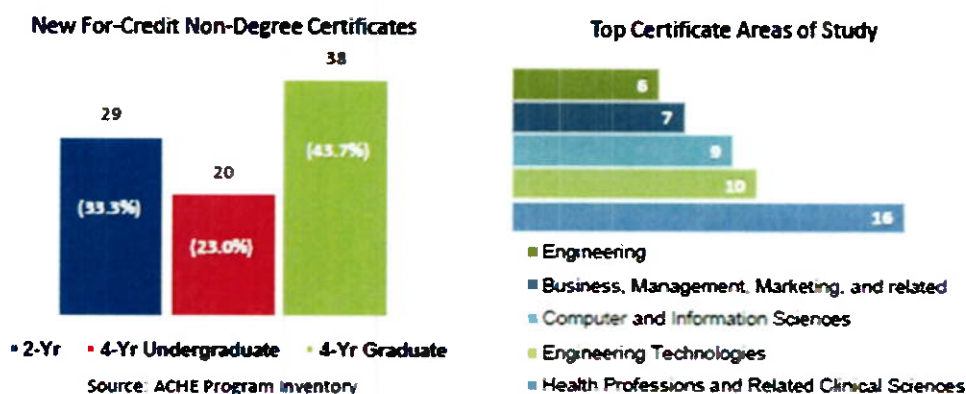


Source: ACHE Program Inventory



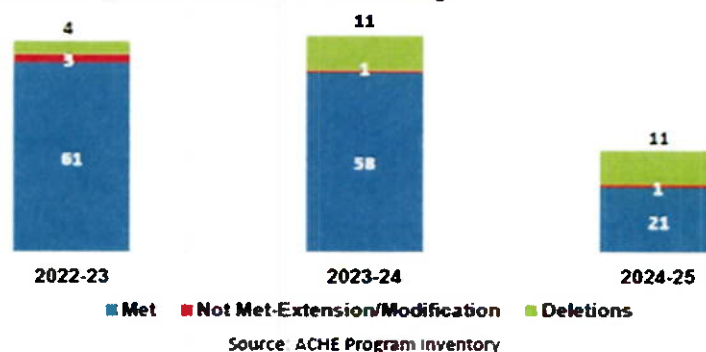
New For-Credit Non-Degree Certificates

Between September 2024 and June 2025, Alabama's 2- and 4-year public institutions developed 87 new non-degree certificates, including 29 short-term certificates at the community and technical college level and 58 undergraduate and graduate certificates at the university level. In this reporting period, degree completions in Health Professions and Computer and Information Sciences were awarded by both 2-year and 4-year institutions. All nine Business degrees, however, came from 4-year institutions. Most certificates in Health Professions, Business, and Computer and Information Sciences (24 out of 32) were also issued by 4-year institutions. In contrast, all certificates in Engineering Technologies were awarded by 2-year colleges.



Post-Implementation Reporting

Post-Implementation Reporting is a seven-year monitoring process for newly approved degree programs. Its purpose is to ensure programs meet required benchmarks for enrollment, graduation, and other performance measures. Programs that do not meet these conditions may be recommended for closure, unless the Commission approves corrective adjustments. During the 2022-2024 reporting period, most of the outstanding post-implementation reports were completed. The remaining reports, along with those due in 2024, were reviewed at the Commission's December 2024 and March 2025 meetings.



ACADEMICS

Non-Resident Institutions in Alabama

ACHE reviews programs for out-of-state institutions, known as Non-Resident Institutions (NRIs), seeking authorization to operate in Alabama through a private school license from the ACCS Private School Licensure Division. Most NRIs have a physical presence in the state, while some are online-only and fall outside NC-SARA coverage, particularly those based in California, which does not participate in NC-SARA.

Alabama is the only state where NRI licensure and programmatic review are managed by two separate agencies: ACCS (licensing) and ACHE (programmatic approval or exemption). Since the current review policy was adopted in 2019, ACHE has exempted 232 NRIs from programmatic review, including 12 in the past fiscal year from institutions headquartered in seven states.

Arizona	1	California	3	Florida	1
Michigan	2	Texas	3	Ohio	1
		Pennsylvania	1		

In addition, ACHE has approved three institutions located out-of-country not qualifying for exemptions following full programmatic review. Campuses of these three non-exempt institutions are in Cupecoy (Sint Maarten), Barbados (West Indies), and Basseterre, St Kitts (West Indies). Together, these 235 approved or exempted non-resident institutions offer programs in twenty-two of the fifty-four CIP categories.

For a current list of NRIs with ACHE programmatic approval or exemption from review, contact NRI@ache.edu. The ACHE NRI review process is available at https://www.ache.edu/wp-content/NRI/Prog_Review_Procedures.pdf. Information on Alabama NRI licensing is available at <https://www.accs.edu/about-accs/private-school-licensure/>.

National Council for State Authorization Reciprocity Agreements (NC-SARA)

Since 2016, Alabama's State Reciprocity Committee has contracted with ACHE to be the State Portal Entity for NC-SARA. ACHE enrolls and renews institutions as members of NC-SARA (also referred to as SARA), communicates policies and procedures to institutional contacts, and investigates student complaints. As a result of having a uniform set of regulations and a uniform sliding payment scale across the nation, NC-SARA member institutions can streamline the process of becoming authorized to offer distance education programs in other NC-SARA states, saving at least \$69,797 per institution annually.

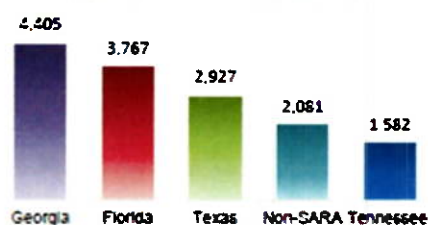
NC-SARA is a private, nonprofit 501(c)(3) organization that helps students access educational opportunities and ensures efficient, consistent, and effective regulation of distance education programs. NC-SARA membership currently stands at forty-one institutions including public, private, and proprietary institutions based in Alabama.



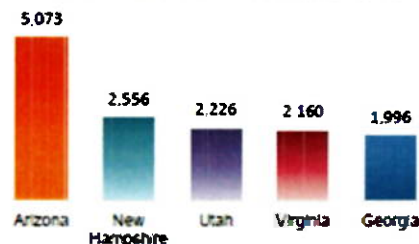
ACADEMICS

NC-SARA Data Dashboards

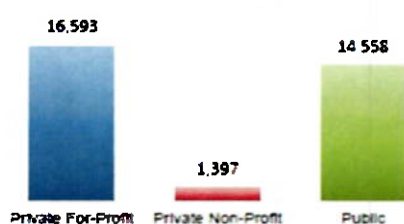
Top Five Out-of-State
Student Sources for Alabama



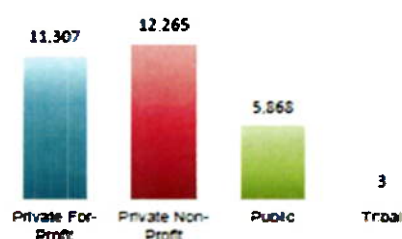
Top Five Out-of-State
Destinations for Alabama Students



Types of Institutions Chosen by
Alabama Incoming Students



Types of Institutions Chosen by
Alabama Outgoing Students



Top Institutions Attended by Alabama Incoming Students			Top Institutions Attended by Alabama Outgoing Students		
Institution	Sector	Total	Institution	Sector	Total
Columbie Southern University	Pvt For Profit	16,593	Southern New Hampshire Univ (NH)	Pvt For Profit	2,552
Troy University	Public	3,032	Western Governors University (UT)	Pvt For Profit	2,185
University of South Alabama	Public	2,688	University of Phoenix (AZ)	Pvt For Profit	1,912
The University of Alabama	Public	2,373	Liberty University (VA)	Pvt For Profit	1,853
University of AL at Birmingham	Public	1,656	Strayer University	Pvt For Profit	1,684

The most current available SARA data reports that Alabama's SARA-participating institutions enrolled 32,548 distance education students from other participating states and 29,450 Alabama residents enrolled in distance education programs in SARA states outside Alabama. Data can be found at <https://nc-sara.org/data-dashboards>.



ACADEMICS

Academic Common Market

The Academic Common Market (ACM) is a tuition-savings program comprised of fifteen (15) participating southern states that allow students to pursue uncommon academic programs not offered in their home state at in-state tuition rates. Alabama residents who attended out-of-state institutions via the ACM had tuition savings in the amount of \$1,208,318 during the 2024-25 academic year. The average tuition savings per student for Alabama residents was \$14,050. During academic year 2024-25, the ACM included 2,197-degree programs across the SREB states, with 168 institutions participating and 1,479 students approved for tuition savings. There was a total of 97 Alabama residents who were certified to attend out-of-state institutions, while 138 out-of-state students were certified by their home state to attend Alabama institutions during academic year 2024-25.

2024-25 ACM Enrollment at Alabama Institutions	
State of Residence	Students Attending Alabama IHEs
Georgia	46
Louisiana	30
Mississippi	22
Tennessee	25
Other SREB States	15
Total Count	138

2024-25 Top 10 Degree Programs Attracting Out-of-State Students	
1. Marine Science, BS	6. Audio Production, BS
2. Risk Management & Insurance, BS	7. Cardiovascular Technology, BS
3. Supply Chain Management, BS	8. Recording Industry, BS
4. Intelligence & Security Studies, BS	9. Southern Studies, BA
5. Aerospace, BS	10. Cancer Biology, BS

Doctoral Scholars Program

The SREB State Doctoral Scholars Program (DSP), since 1993, has supported underrepresented students in earning their Ph.D.s and pursuing academic careers to diversify college faculties. Scholars receive financial aid and are invited to the Annual Institute on Teaching and Mentoring, the nation's largest professional development conference for underrepresented doctoral scholars. The data below represents Ph.D. scholars who received funding from the state and/or individual institutions.

SREB DSP Outcomes 1993-Present		Alabama Institutions with Current Scholars	
Alabama Scholars	240	Alabama State University	
Graduates	163	Auburn University	
Employed Graduates	143	Tuskegee University	
Graduates Employed in Higher Education – 95%		University of Alabama	
FY24-25 Participation		University of Alabama at Birmingham	
Alabama Scholars Funded in 2023-24	17	University of South Alabama	



SPECIAL INITIATIVES

Pathways to Progress

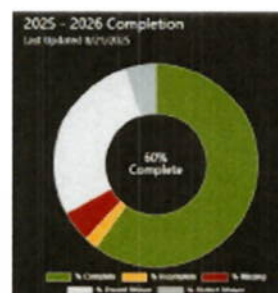


Pathways to Progress is an economic and workforce development initiative led by the Alabama Commission on Higher Education (ACHE) that strategically aligns educational attainment with workforce demands in designated economic regions. Using data tools like the Education Workforce Needs Index (EWNI) and the Economic Life Cycle Matrix, the initiative targets communities where increasing postsecondary credentials is expected to directly strengthen economic vitality.

The Pathways to Progress Initiative recognizes that strong regional economies will depend on an educated, skilled workforce. By addressing gaps in education, aligning training with local industry needs, and providing scholarships and strategic advising, the initiative aims to build resilient communities that can adapt and thrive, creating lasting economic prosperity across Alabama.

Free Application for Federal Student Aid (FAFSA)

In 2022, ACHE developed the FAFSA Completion Portal and implemented direct communications with high school seniors in Alabama to increase the state's FAFSA completion rate. As of mid-August 2025, Alabama ranked as 12th among the completion rates for the Class of 2025. ACHE also shares data with local educators to ensure students receive the necessary support to complete their applications promptly and successfully. Official data for each FAFSA award year is published in October. For further inquiry, go to <https://fafsa.ache.edu/Data/Summary>



Free Application for Federal Student Aid (FAFSA) Email Outreach Campaign

Building on this effort, ACHE launched its first round of targeted emails containing additional support resources for students, including access to state-based aid and planning tools. Future messages will be tailored to student responses, allowing for a more personalized and impactful outreach approach. During this FAFSA completion cycle, a total of 37,639 emails were sent to all Alabama seniors within the SAI range. These messages were not limited to high school students listed in the FAFSA portal.



STUDENT FINANCIAL ASSISTANCE

The Alabama Commission on Higher Education is committed to expanding access to postsecondary opportunities through targeted scholarship programs that support student success and strengthen the state's workforce.

ACHE administers several key scholarship and grant programs designed to assist students with financial need, encourage academic excellence, and promote enrollment in high-demand fields. These include:

- **Alabama Athletic Trainer Loan Assistance Program (ATLAP)** – This program assists licensed athletic trainers in repaying their federal student loans while serving in public K-12 schools and supports the state's efforts to recruit and retain these professionals, ensuring safer and healthier sports environments for Alabama's students.
- **Alabama Student Assistance Program (ASAP)** – A need-based grant providing critical support for students attending eligible public and private institutions.
- **Alabama Student Grant Program (ASGP)** – This program provides non-need-based grant aid for Alabama residents attending eligible private, nonprofit institutions in the state. Award amounts vary of up to \$3,000 per year, depending on fund availability.
- **Alabama National Guard Educational Assistance Program (ANGEAP)** – This program provides tuition assistance to active members of the Alabama National Guard who are enrolled in an accredited postsecondary institution within the state. It recognizes the dedication of our service members and helps them pursue higher education while serving.
- **Alabama Math And Science Teacher Education Program (AMSTEP)** – This program provides loan repayment incentives to Alabama certified teachers of mathematics or science who agree to teach in public schools in the state. It helps address critical teacher shortages in these high-demand subject areas.
- **Police Officer's And Firefighter's Survivor's Educational Assistance Program (POFSEAP)** – This program offers tuition, fees, and instructional costs for the dependents and eligible spouses of Alabama law enforcement officers and firefighters who have been killed in the line of duty. It serves as a small measure of support and gratitude for families who have made the ultimate sacrifice.
- **(Re)Engage Alabama Grant Program** – This initiative provides scholarships and targeted support to help adult learners return to college and complete their degrees. Many Alabamians have some college credit but no degree. (Re)Engage Alabama connects these students with resources, flexible pathways, and financial assistance to help them cross the finish line and enter the workforce better prepared.

For more information on these programs and how to apply, please visit [Grants | Scholarships | Alabama Commission on Higher Education](#).



SUPPORT OF OTHER EDUCATIONAL ACTIVITIES

Alabama Soil and Water Conservation
State Appropriation - \$3,023,376



ALABAMA
SOIL & WATER
CONSERVATION
COMMITTEE



**Alabama Resource Conservation
and Development Councils**
State Appropriation - \$8,962,744



Alabama Humanities Foundation
State Appropriation - \$300,000



ALABAMA HUMANITIES FOUNDATION

USS Alabama Battleship
State Appropriation - \$1,550,000



National Computer Forensics Institute
State Appropriation - \$650,000



Alabama HBCU CARES
State Appropriation - \$650,000



Alabama Wing of Civil Air Patrol
State Appropriation - \$155,000



Alabama Trails Commission
State Appropriation - \$340,000

Alabama
Trails Commission

**Black Belt Treasures
Cultural Arts Center (BBTCAC)**
State Appropriation - \$350,000



**Alabama Recruit and Retain Minority
Teachers Pilot Program**
State Appropriation - \$700,000



Alabama Forestry Foundation Black Belt Initiative
State Appropriation - \$532,000



**Alabama International Education
and Economic Partnership (ALIEEP)**
State Appropriation - \$400,000



SUPPORT OF OTHER EDUCATIONAL ACTIVITIES

Alabama Forestry Commission Education Program
State Appropriation - \$200,000



International Motorsports Hall of Fame
State Appropriation - \$200,000



Alabama Black Belt Adventures
State Appropriation - \$475,000



Adaptive and Disability Sports Education
State Appropriation - \$60,000



Statewide Programs in ACHE Budget

Alabama Agricultural Land-Grant Alliance
State Appropriation - \$5,006,831



Alabama Established Program to Stimulate Competitive Research
State Appropriation - \$1,260,184



Articulation & General Studies Committee/Alabama Transfers
State Appropriation - \$799,589



Network of Alabama Academic Libraries
State Appropriation - \$384,076



NAAL CELEBRATES 40 YEARS



The Network of Alabama Academic Libraries (NAAL) is a consortium of the Alabama Commission on Higher Education and all 26 public and private four-year colleges and universities in Alabama. Established in 1984 to reduce disparities between institutions offering graduate education, NAAL celebrated an exceptional 40 years of dedication, growth, and success this year. NAAL's mission has broadened to coordinate library resource sharing and enhance the education and research missions of all Alabama higher education. NAAL's Executive Council was chaired this year by Angie Moore, Library Director at Faulkner University.

On October 3rd, 2024, NAAL proudly celebrated an exceptional 40 years of collaboration, innovation, and shared resources that have strengthened library services across the state. The event was hosted by the University of Montevallo, held in the Anna Irvin Dining Hall with more than 60 librarians, higher education administrators, and other special guests in attendance. Speakers included Dr. Jim Purcell, Executive Director of ACHE, Dr. John W. Stewart III, President of the University of Montevallo, and Dr. Jim Vickery, former President of the University of Montevallo. Jessie Lynn®, an award-winning country music singer, and Tré Daniel, a student piano major, provided entertainment, and a special video presentation on "40 years of NAAL" was screened. John-Bauer Graham, Dean of Library Services at Jacksonville State University, served as the emcee for the event. An '80s theme with a display of 1980s library technology lightened the atmosphere and paid tribute to NAAL's origins.



2025 SHEEO Exceptional Leader Award

Dr. James E. Purcell, Executive Director of the Alabama Commission on Higher Education (ACHE), was honored with the 2025 Exceptional Leader Award during the State Higher Education Executive Officers Association (SHEEO) Annual Conference. The award, presented in July, recognizes a state higher education executive officer who has demonstrated exceptional leadership, a strong commitment to public service, and significant contributions to higher education at both the state and national levels.

With more than 30 years of service in public higher education, Dr. Purcell is the only individual to have served as the state higher education executive in four states - Arkansas, Louisiana, and Rhode Island - and now ACHE in Alabama.



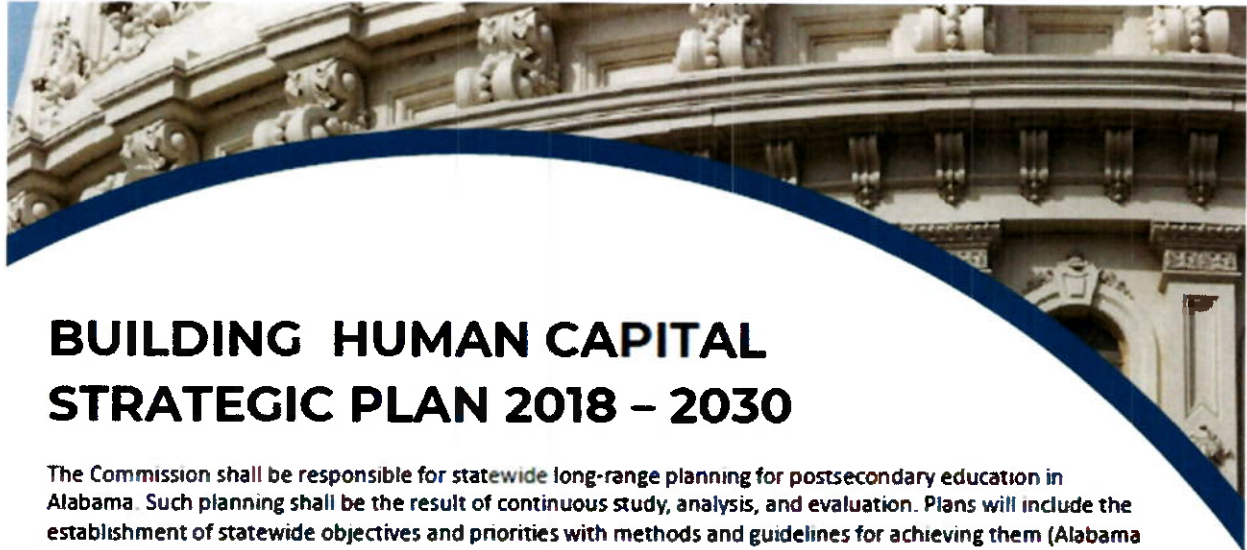
He is the longest-serving director in higher education history and currently holds the distinction of being the nation's longest-serving SHEEO.

Since joining ACHE in 2017, Dr. Purcell has led transformative efforts across Alabama's higher education system, including tripling the state's investment in need-based financial aid and significantly increasing FAFSA completion rates among high school seniors.

During the conference, SHEEO President Dr. Robert Anderson praised Dr. Purcell's leadership, describing him as an innovative, collaborative, and student-centered policymaker whose vision has advanced both state and national priorities. Under Dr. Purcell's leadership, Alabama has launched several initiatives that are helping more students enter and complete postsecondary programs - *All in Alabama*, *(Re)Engage Alabama*, *Retain Alabama*, and *Recall Alabama*—as well as the newly established *Pathway to Progress*, a 2025 workforce-aligned credentialing and training initiative designed to meet the demands of Alabama's evolving economy.

"Congratulations to Alabama's own, Jim Purcell, on being awarded the 2025 SHEEO Exceptional Leader," said Alabama Governor Kay Ivey. "I applaud him for the work he has done for our state and public higher education. Here in Alabama, we have a variety of exceptional public colleges and universities that I am proud to continually support." Amy Price, ACHE Board Chair, said, "Congratulations to Dr. Purcell on this outstanding honor! We could not be more proud of the work he has done on behalf of ACHE in Alabama. Dr. Purcell has built bridges with higher education leaders across our state and has been an advocate for student success at all levels. His work on FAFSA completion rates, coupled with his work on expanding dual enrollment, has positively impacted the lives of many Alabamians."





BUILDING HUMAN CAPITAL STRATEGIC PLAN 2018 – 2030

The Commission shall be responsible for statewide long-range planning for postsecondary education in Alabama. Such planning shall be the result of continuous study, analysis, and evaluation. Plans will include the establishment of statewide objectives and priorities with methods and guidelines for achieving them (Alabama Code 16-5-6).

- 1** *Improving Access*
- 2** *Enhancing Student Success*
- 3** *Enhancing STEM Progress*
- 4** *Developing Alabama's Economy and Workforce*
- 5** *Organizational Effectiveness and Efficiency*

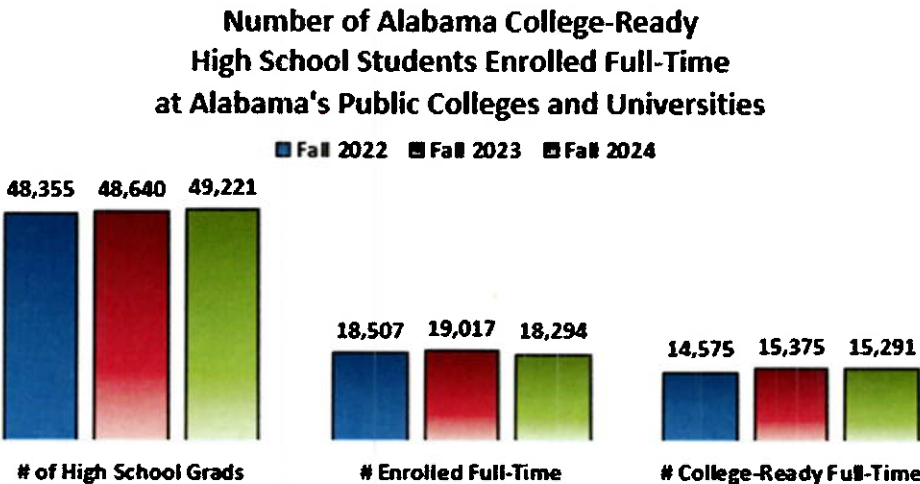
Board Approved 12/8/2017

The Educational Path to Alabama's Economic Success



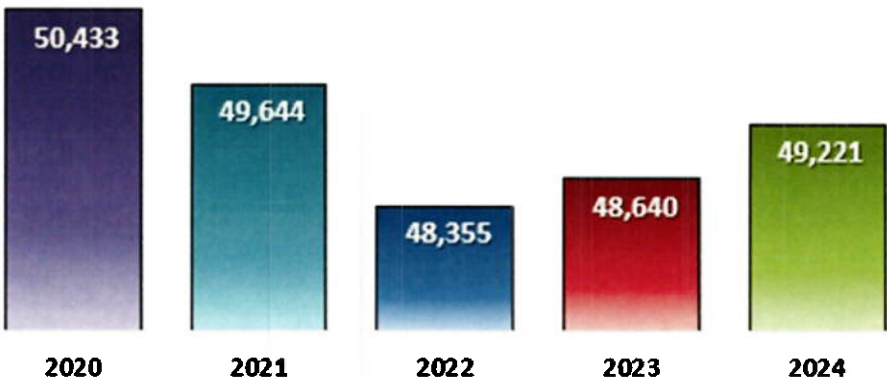
PRIORITY ONE: IMPROVING ACCESS

Strategy One: Increase the number of high school students prepared for college



Source: Alabama Statewide Student Database and Alabama State Department of Education
Note: College-Ready students are those not requiring developmental education courses while in college.

Alabama Public High School Graduate Trends



Source: Alabama State Department of Education



PRIORITY ONE: IMPROVING ACCESS

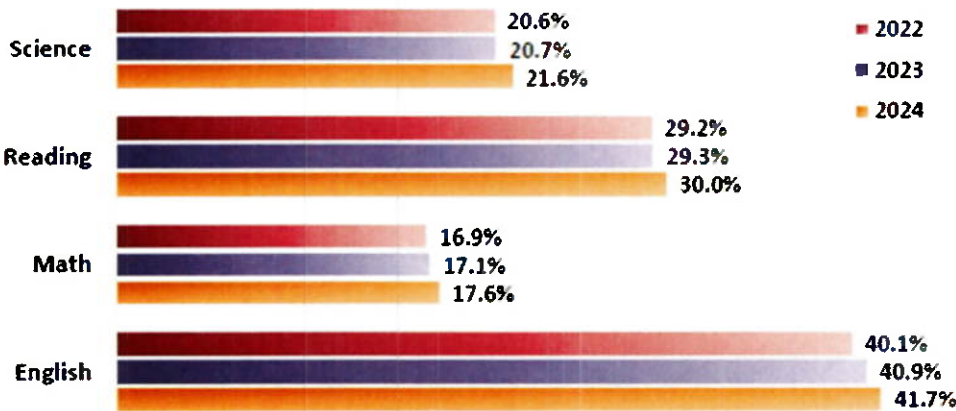
Strategy One: Increase the number of high school students prepared for college

Alabama Public Institutions Total Enrollment



Source: Alabama Statewide Student Database

Percentage of Students Who Met ACT College Readiness Benchmarks



Source: Public Affairs Research Council of Alabama (PARCA)



PRIORITY ONE: IMPROVING ACCESS

Strategy One: Increase the number of high school students prepared for college

Alabama Student Assistance Program (ASAP)	
Report Year	Funding Allocations
2025	\$9,207,875
2024	\$8,728,582
2023	\$8,820,657
2022	\$7,049,369
2021	\$5,719,093

A need-based grant providing critical support for students attending eligible public and private institution.

Alabama Student Grant Program (ASGP)	
Report Year	Funding Allocations
2025	\$9,946,495
2024	\$8,346,325
2023	\$8,218,869
2022	\$7,695,285
2021	\$5,992,200

Provides non-need-based grant aid for Alabama residents attending eligible private, nonprofit institutions in the state.

Alabama National Guard Educational Assistance Program (ANGEAP)	
Report Year	Funding Allocations
2025	\$6,628,804
2024	\$6,365,556
2023	\$5,979,575
2022	\$5,644,245
2021	\$5,082,090

Provides tuition assistance to active members of the Alabama National Guard who are enrolled in an accredited postsecondary institution within the state

(Re)Engage Alabama Grant Program	
Report Year	Funding Allocations
2025	\$158,375*
* Plus \$125,000 earmarked toward completion	
2024	\$100,750

Provides scholarships and targeted support to help adult learners return to college and complete their degrees; implemented January 2024

Police Officer's & Firefighter's Survivors Educational Assistance Program (POFSEAP)	
Report Year	Funding Allocations
2025	\$231,662
2024	\$243,317
2023	\$244,408
2022	\$256,063
2021	\$237,217

Offers tuition, fees, and instructional costs for the dependents and eligible spouses of Alabama law enforcement officers and firefighters who have been killed in the line of duty.

Alabama Math and Science Teacher Education Program (AMSTEP)	
Report Year	Funding Allocations
2025	\$234,819
2024	\$271,716
2023	\$239,047
2022	\$310,415
2021	\$201,766

Provides loan repayment incentives to Alabama certified teachers of mathematics or science who agree to teach in public schools in the state

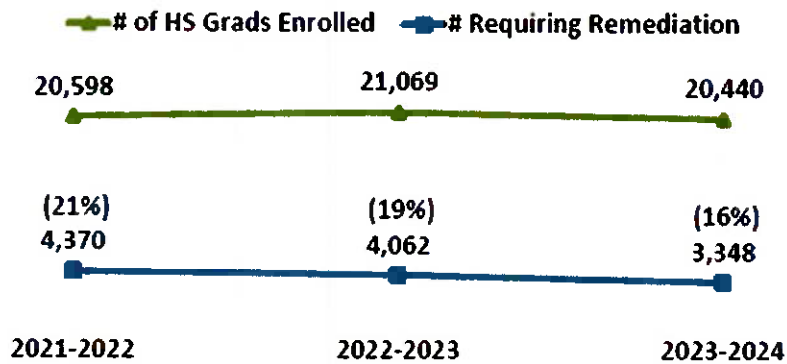
Note: All data collected as of August 2023



PRIORITY TWO: ENHANCING STUDENT SUCCESS

Strategy One: Rethink developmental education

Number and Percentage of Alabama High School Graduates Enrolled Requiring Remediation



Source: Alabama Statewide Student Database and Alabama State Department of Education

Strategy Four: Promote the seamless transfer of students

Number of New Students Transferring from Alabama Public Community Colleges to Alabama Public Universities Fall Term



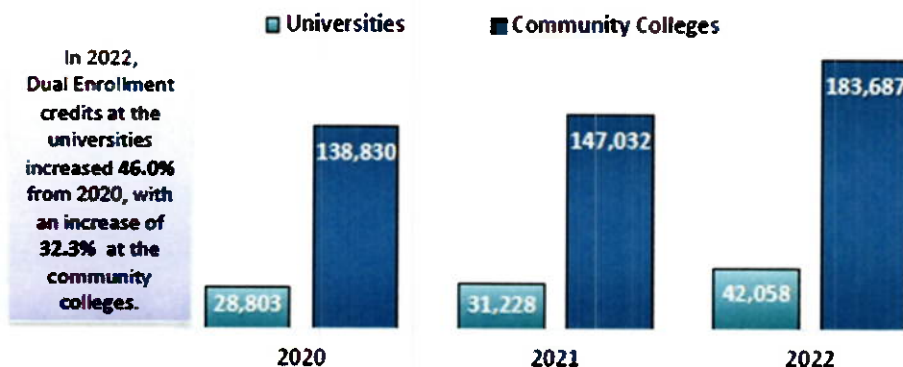
Source: Alabama Statewide Student Database Transfer Migration Report



PRIORITY TWO: ENHANCING STUDENT SUCCESS

Strategy Four: Promote the seamless transfer of students

Number of Dual Enrollment Credit Hours at Alabama Public Colleges and Universities

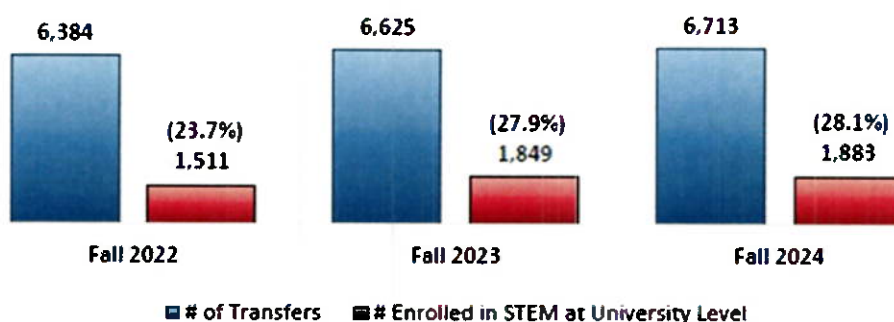


Source: Alabama Commission on Higher Education, Southern Regional Education Board (SREB) Data Exchange

PRIORITY THREE: ENHANCING STEM PROGRESS

Strategy Two: Increase in the number of community college transfer students who enroll in STEM programs.

Number and Percentage of Community College Transfer Students Who Enroll in STEM Programs



Note: The Department of Homeland Security STEM Degree Program list is used.

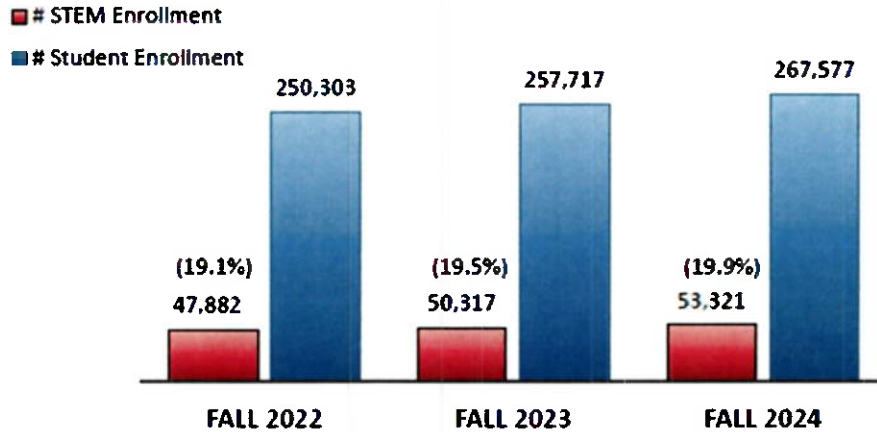
Source: Alabama Statewide Student Database



PRIORITY THREE: ENHANCING STEM PROGRESS

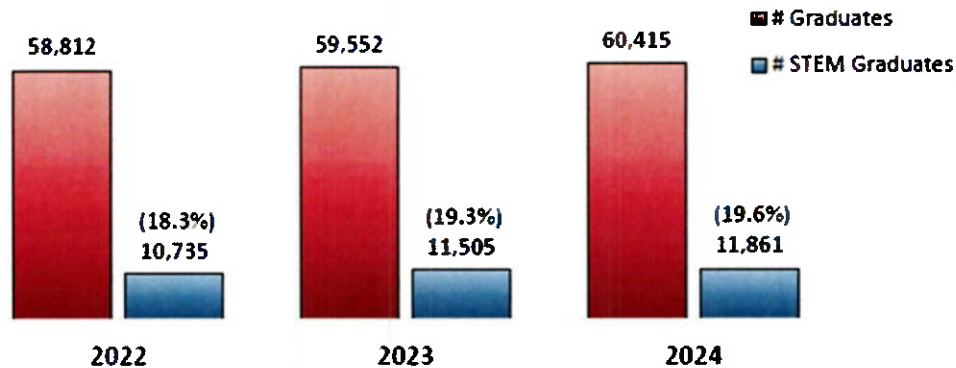
Strategy Three: Increase support of STEM students by increasing STEM enrollment

Number of STEM Enrollment in Alabama Public Institutions



Source: Alabama Statewide Student Database
Note: These numbers represent an unduplicated headcount.

Number and Percentage of STEM Graduates at Alabama Public Institutions

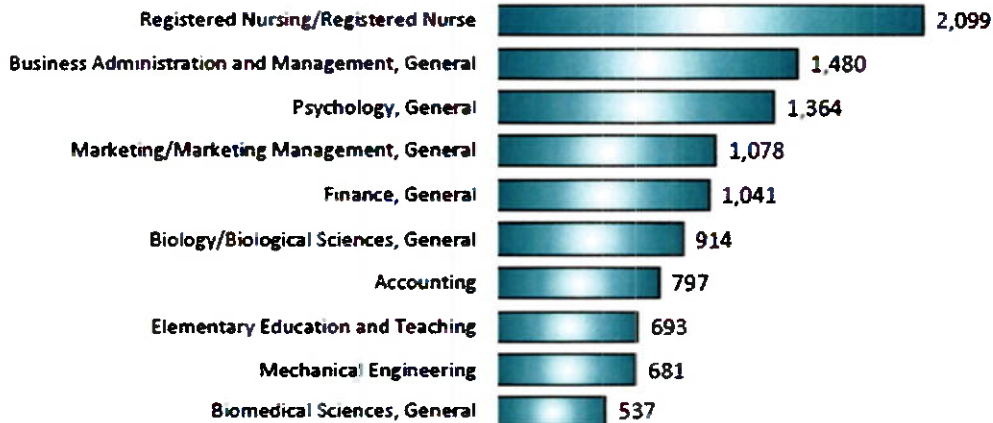


Source: Alabama Statewide Student Database.
Note: These numbers represent an unduplicated headcount.

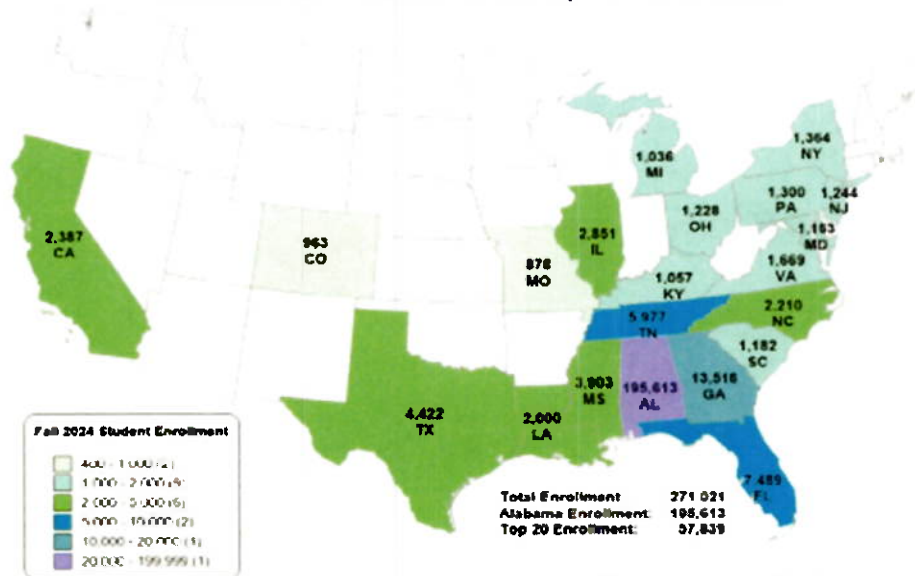


PRIORITY FOUR: DEVELOPING ALABAMA'S ECONOMY AND WORKFORCE

2023-2024 Top 10 Completions by Major for Baccalaureate Degrees



Fall 2024 Enrollment in Alabama Public Colleges and Universities Including Students from Alabama and the Top 20 Feeder States



Source: Alabama Statewide Student Database

Note: Data does not include 7,058 students from other states and does not include 10,511 students from unknown states, territories, and foreign countries.

Percent of students enrolled from Alabama – 72%.
Percent of students enrolled from the Top Feeder State: Georgia – 5%

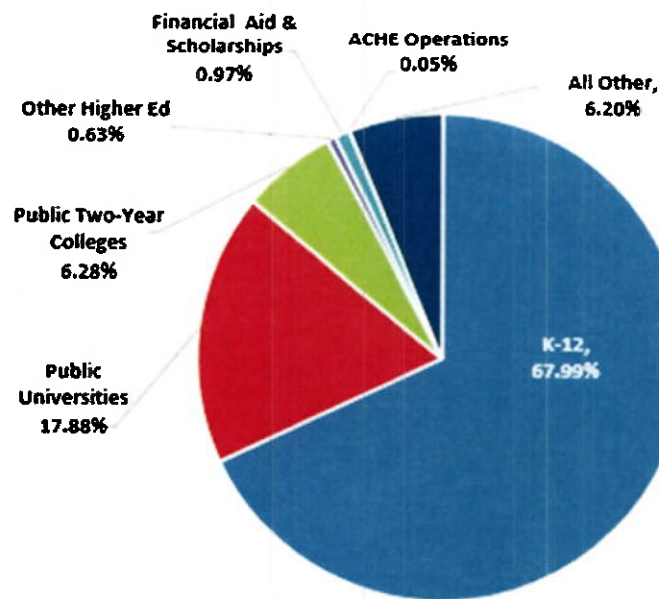


PRIORITY FIVE: ORGANIZATIONAL EFFECTIVENESS AND EFFICIENCY

Strategy One: Optimize institutional performance

Alabama Education Trust Fund (ETF) Appropriations				
	Split of ETF Appropriation	Percentage of ETF Split	Split of ETF Appropriation	Percentage of ETF Split
Sectors	FY24-25	FY24-25	FY25-26	FY25-26
K-12	\$6,363,394,077	68.07%	\$6,737,754,832	67.99%
Public Universities	\$1,665,479,743	17.82%	\$1,771,923,830	17.88%
Public Two-Year Colleges	\$586,946,967	6.28%	\$622,223,785	6.28%
Other Higher Ed	\$55,143,912	0.59%	\$62,002,206	0.63%
Financial Aid & Scholarships	\$84,551,121	0.90%	\$96,451,091	0.97%
ACHE Operations	\$4,446,209	0.05%	\$4,470,148	0.05%
All Other	\$588,544,140	6.30%	\$614,590,647	6.20%
Total	\$9,348,506,169	100%	\$9,909,416,539	100%

Percentage of ETF Appropriation for Education FY 2025-26





ACHE IN ACTION



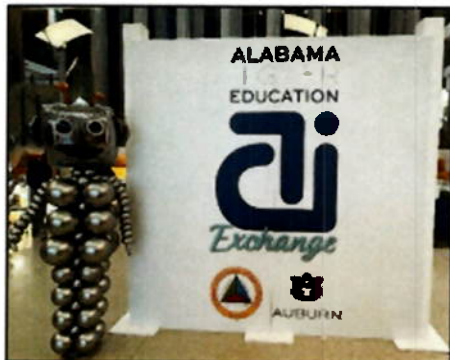
The Alabama Commission on Higher Education (ACHE) is proud to launch the *ACHE Impact Newsletter*, a quarterly publication designed to inform, engage, and connect stakeholders across Alabama's higher education landscape. Each issue delivers timely updates on statewide initiatives, policy developments, research trends, and strategic goals that shape the future of higher education in Alabama.

Our goal is to highlight the work being done in collaboration with institutions, community partners, and state leaders to promote student success, economic growth, and workforce readiness. The newsletter also features data-driven insights, success stories from campuses, and opportunities to get involved with key projects and programs.

Whether you're a policymaker, educator, student, or community advocate, the *ACHE Impact Newsletter* is your go-to resource for staying informed and inspired by the progress happening across the state.

Stay connected. Stay informed. See the impact.

ACHE IN ACTION



In October 2024, the Alabama Commission on Higher Education, in collaboration with Auburn University, convened the *Alabama Higher Education AI Exchange*. This two-day event brought together faculty, researchers, and leaders from across the state to explore AI's role in higher education through tracks on Research, Teaching & Learning, and Operations. Sessions, workshops, and networking opportunities focused on advancing AI literacy and collaboration across Alabama institutions.

In April 25, 2025, Dr. Jim Purcell, Executive Director of the Alabama Commission on Higher Education, delivered inspiring opening remarks during the presidential inauguration ceremony of Dr. Catherine Wehlburg at Athens State University. His address underscored the importance of transformative leadership in higher education and celebrated Dr. Wehlburg's commitment to academic excellence, student success, and institutional innovation.



On May 9, 2025, ACHE Research Fellows Dr. Jessie Lynn Nichols and Dr. Deana Goodwine earned their doctoral degrees from Auburn University. Dr. Nichols explored Career Pathways of Agriculture Students: An Introspective Look Through a 40-Year Lens, and Dr. Goodwine examined Factors Affecting Completion of Employer-Driven Competency-Based Education and Skills-Based Learning Programs.

On June 13, 2025, the Alabama Commission on Higher Education took its quarterly meeting on the road, convening at the University of South Alabama in Mobile. This off-site session provided an opportunity to engage directly with institutional leaders, highlight regional initiatives, and reaffirm ACHE's commitment to advancing education and opportunity across the state.



ACHE IN ACTION



On July 15, 2025, Dr. Jim Purcell, Executive Director of the Alabama Commission on Higher Education, was honored with the 2025 SHEEO Exceptional Leader Award. Presented at SHEEO's annual conference, the award recognizes visionary leadership and enduring impact in higher education policy and practice. Dr. Purcell shared remarks during the event, reflecting on this tremendous accomplishment and reaffirming Alabama's commitment to student success, equity, and innovation across the higher education landscape.

On July 18, 2025, representatives from the Alabama Commission on Higher Education, including Commissioner Jody M. Singleton, joined Kingdom College leadership and community stakeholders to celebrate recent legislative support alongside state leaders. The gathering highlighted ongoing collaboration to strengthen access and opportunity through Alabama's growing independent college sector.



On July 22, 2025, representatives from the Alabama Commission on Higher Education, including Commissioner Shane Spiller, joined Selma University leadership and community stakeholders to commemorate supplemental funding received this year from the Alabama Legislature. The event highlighted the importance of public investment in institutional revitalization and student success.

On August 5, 2025, ACHE staff visited The University of West Alabama for engaging discussions centered on data integrity, higher education policy, and collaborative strategies to strengthen student and institutional outcomes. The visit reflected UWA's ongoing commitment to academic excellence, innovation, and student success. ACHE extends its gratitude to UWA for their warm hospitality and continued partnership in advancing Alabama's higher education landscape.






ALABAMA COMMISSION ON
HIGHER EDUCATION



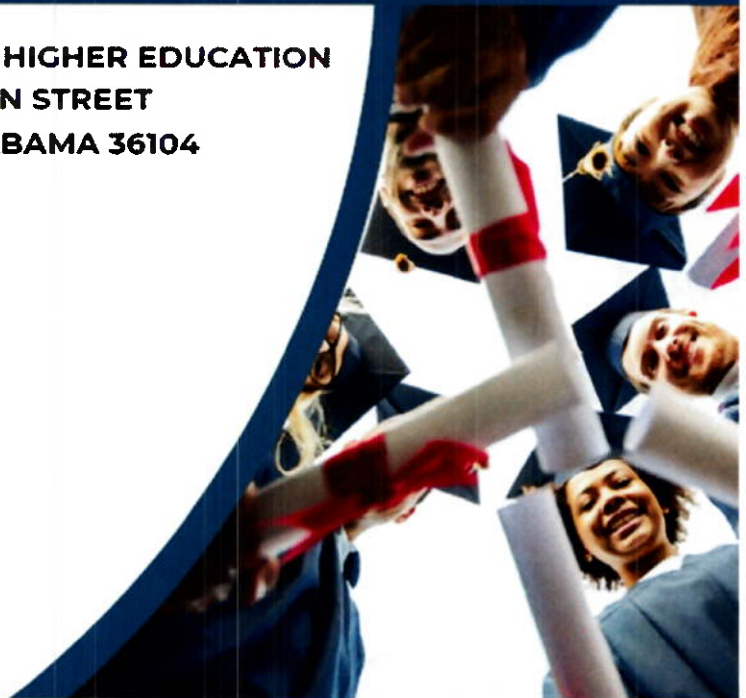
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**ALABAMA COMMISSION ON HIGHER EDUCATION
100 NORTH UNION STREET
MONTGOMERY, ALABAMA 36104**



ALABAMA COMMISSION ON HIGHER EDUCATION

September 12, 2025

DECISION ITEM: C

Fiscal Year 2025-26 Operations Plan

Staff Presenter:

Veronica Harris
Director of Agency Fiscal Services and Accounting

Staff Recommendation:

That the Commission approve the proposed Operations Plan for Fiscal Year 2025-26.

Background:

The purpose of the Operations Plan is to ensure that the objectives of the Legislature's FY 2025-26 appropriations are satisfied. Each agency is required to submit a plan for each budget unit showing expenditures for each quarter of the fiscal year. This plan, which was due to the Executive Budget Office on July 31, 2025, was submitted; however, any changes can be made with a revision.

In Fiscal Year 2025-26, the Commission's total budget will be **\$86,676,402**. This is \$14,967,189. increase from FY 2024-25 budget of **\$71,709,213**.

There are four new line items in the FY 2025-26 Education Trust Fund (ETF) budget.

Pathways to Progress	\$ 600,000
Best and Brightest STEM	\$ 250,000
ReEngage Alabama	\$1,935,000
AL Law Enforcement Family Sch	\$8,000,000

The following programs received the following increases/ (decreases) in the FY 2025-26 ETF budget:

ACHE Operations and Maintenance	\$ 23,939
Alabama Student Assistance Program	\$ 500,000
Alabama Student Grant Program	\$ 500,000
Alabama National Guard Program	\$ 500,000
Math and Science (Earmarked)	\$ 253,250
Resource Conservation & Development	\$1,925,000
Soil and Water Conservation Committee	\$ 100,000
National Computer Forensics	\$ 100,000
AKEEP Teacher Recruitment Partnership	\$ 150,000
Civil Air Patrol	\$ 30,000
Alabama Humanities Foundation	\$ 100,000
USS Alabama Battleship	\$ 200,000
Scottsboro Boys Museum	\$ (200,000)

In terms of sources of revenue, in the coming fiscal year, approximately 99.5% of the Commission's funds come from the state's Education Trust Fund and .5% comes from local funds. ACHE currently receives no funds from the federal government.

In FY 2025-26, approximately 90% of the Commission's budget will be directed toward Grants and Benefits. The operations portion of the budget represents approximately 10% of the total funds available.

ALABAMA COMMISSION ON HIGHER EDUCATION
September 12, 2025

Supporting Documentation:

1. EBO Form 8. Agency Summary. Attached.
2. FY 2025-26 Operations Plan. Entire Document.
Available upon request.

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

OPERATIONS PLAN
FISCAL YEAR 2025-2026

AGENCY NO. 319

DATE: AGENCY NAME: ALABAMA COMMISSION ON HIGHER EDUCATION

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

ACTIVITY NAME: ALL ACTIVITIES ACTIVITY NO.: ALL

BUDGET ORG. NAME: BUDGET ORG NO.:

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

CODE EXPENDITURES BY
NO. MAJOR OBJECT:

01	PERSONNEL COSTS	1,365,861	1,075,295	1,075,295	900,096	4,416,547
02	EMPLOYEE BENEFITS	382,428	331,379	331,379	295,702	1,340,888
03	TRAVEL-IN-STATE	14,785	16,388	17,263	18,340	66,776
04	TRAVEL-OUT-OF-STATE	26,500	18,600	10,445	20,500	76,045
05	REPAIRS AND MAINTENANCE	300	1,300	1,300	1,400	4,300
06	RENTALS & LEASES	206,746	207,057	199,416	204,058	817,277
07	UTILITIES & COMMUNICATION	57,863	61,278	61,278	74,430	254,849
08	PROFESSIONAL SERVICES	228,563	234,693	223,245	225,520	912,021
09	SUPPLIES & OPERATIONS	121,868	61,069	176,252	198,489	557,678
10	TRANSPORTATION EXPENSES	5,100	2,700	4,200	6,000	18,000
11	GRANTS, BENEFITS & CLAIMS	19,477,807	19,553,502	19,462,203	19,550,088	78,043,600
12	CAPITAL OUTLAY					
13	TRANSPORTATION PURCHASE					
14	OTHER EQUIPMENT PURCHASE	17,200	27,200	28,185	95,836	168,421
15	DEBT SERVICE					
16	NON-EXPENDITURE DISB.					
	TOTAL EXPENDITURES	21,905,021	21,590,461	21,590,461	21,590,459	86,676,402
		=====	=====	=====	=====	=====
SOURCE OF FUNDS						
FUND/FUND NAME						
NO.						
403	FUNDS BROUGHT FWD(FEDER					
1853	REENGAGE FUNDS FWD	483,750	483,750	483,750	483,750	1,935,000
200	ETF	21,312,211	20,997,651	20,997,651	20,997,650	84,305,163
403	FEDERAL AND LOCAL	109,060	109,060	109,060	109,059	436,239
458	AGSLP					
1160	FUNDS BROUGHT FWD(MONITOR)					
778	SAILS					
200	COLA SALARY INCREASE					
1170	AL STUDENT ASSISTANCE KNIGHT					
	TOTAL SOURCE OF FUNDS	21,905,021	21,590,461	21,590,461	21,590,459	86,676,402
		=====	=====	=====	=====	=====

EBO USE ONLY

DATE:

APPROVED:

A:

DATE:



7/14/25

DECISION ITEM: D

Public Drawing to Determine the Order of Payment of
Alabama Student Grant Program (ASGP) Funds for the
2025-2026 Academic Year

Staff Presenter:

Mrs. Takena V. Jones
Grants and Scholarships Associate

Staff Recommendation:

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

Background:

Chapter 300-4-.04 of the Alabama Student Grant
Program Regulations states the order in which
institutions will be issued Fall term checks shall be
determined by a random and public drawing of
institutions. Pursuant to the regulations, sealed
envelopes with the names of the institutions, which have
declared their intentions to apply for participation in the
ASGP for the 2025-2026 academic year, have been
created and will be used in the drawing.

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

Supporting Documentation:

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

DECISION ITEM: E	<u>Final Approval of Administrative Procedures for the New Chapter 300-4-15: Alabama Law Enforcement Officers' Family Scholarship</u>
<u>Staff Presenter:</u>	Mrs. Tadena V. Jones Grants and Scholarships Associate
<u>Staff Recommendation:</u>	That the Commission give final approval to the proposed administrative procedures for the new Chapter 300-4-15: Alabama Law Enforcement Officers' Family Scholarship.
<u>Background:</u>	<p>This scholarship was established by Code of Alabama 1975, §§16-5-1, et seq.</p> <p>The purpose of the Alabama Law Enforcement Officers' Family Scholarship is to provide tuition assistance and other costs to an undergraduate student attending an accredited public or private postsecondary vocational school, technical school, community or junior college, college, or university in the state of Alabama, who is an eligible dependent of a qualifying law enforcement officer of any state, municipal, or county law enforcement department or agency in the State of Alabama.</p> <p>The Alabama Law Enforcement Officers' Family Scholarship will be administered in accordance with the policies and procedures established by the Alabama Commission on Higher Education.</p>
<u>Supporting Documentation:</u>	<ol style="list-style-type: none">1. Proposed Administrative Procedures for the Alabama Law Enforcement Officers' Family Scholarship, see attached.

Attachment 1

**ALABAMA COMMISSION ON HIGHER EDUCATION
ADMINISTRATIVE CODE**

**CHAPTER 300-4-15
ALABAMA LAW ENFORCEMENT OFFICERS' FAMILY SCHOLARSHIP**

TABLE OF CONTENTS

300-4-15-.01	Purpose
300-4-15-.02	Organization
300-4-15-.03	Planning
300-4-15-.04	Definition of Terms
300-4-15-.05	Audit
300-4-15-.06	Application Procedures
300-4-15-.07	Disbursement of Funds and Refund Requirements
300-4-15-.08	Review Procedures
300-4-15-.09	Maintenance of Records

300-4-15-.01 Purpose.

The purpose of the Alabama Law Enforcement Officers' Family Scholarship is to provide tuition assistance and other costs to an undergraduate student attending an accredited public or private postsecondary vocational school, technical school, community or junior college, college, or university in the state of Alabama, who is an eligible dependent of a qualifying law enforcement officer of any state, municipal, or county law enforcement department or agency in the State of Alabama.

Author: Takena V. Jones, Stephanie C. Dolan

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

History: New Rule: Published ____; effective ____.

300-4-15-.02 Organization.

(1) The Alabama Law Enforcement Officers' Family Scholarship will be administered in accordance with the policies and procedures established by the Alabama Commission on Higher Education.

(2) The Commission will appoint the necessary staff to ensure the efficient operation of program.

Author: Takena V. Jones, Stephanie C. Dolan

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

History: New Rule: Published ____; effective ____.

300-4-15-.03 Planning.

(1) The Commission shall supervise the implementation of the Alabama Law Enforcement Officers' Family Scholarship with the participating institutions.

(2) The Commission shall conduct ongoing evaluations, planning, and reporting to inform any recommendations.

(3) The Commission shall report the following information to the legislature by January 1 of each year:

(a) The number of applicants approved in the previous fiscal year.

(b) The number of applicants approved as of the reporting date of the current fiscal year.

(c) The number of recipients, by the number of remaining academic terms for which they may be eligible for the scholarship.

(d) The cost of the previous fiscal year's expenditures to the program, arranged by each participating institution and the number of recipients who are enrolled with each participating institution.

(e) The number of recipients in the previous fiscal year who completed an approved postsecondary program by being awarded a certificate or a degree.

Author: Takena V. Jones, Stephanie C. Dolan

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

History: New Rule: Published ____; effective ____.

300-4-15-.04 Definition of Terms.

(1) ACADEMIC PERIOD. A semester or quarter.

(2) APPROVED POSTSECONDARY PROGRAM. Any for-credit or non-credit workforce or career training program or course of study at the undergraduate level directed toward a vocational certification, an associate degree, or a baccalaureate degree offered by a participating institution. The term includes an academic major.

(3) COMMISSION. The Alabama Commission on Higher Education, including the commission's Office of Student Assistance.

(4) ELIGIBLE DEPENDENT. An individual who, on the date of applying for the scholarship provided under this article, is:

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 12, 2025

(a) Not eligible for the police officer's survivors educational assistance provided under Article 5 of this chapter; and

(b) Is one of the following:

1. A natural or adopted child of a qualifying law enforcement officer, who is under 27 years of age, and who has resided in the state for at least the two preceding years; or

2. The current or surviving spouse of a qualifying law enforcement officer who has resided in the state for at least the two preceding years.

(5) ELIGIBLE STUDENT. An eligible dependent who completes an Alabama Law Enforcement Officers' Family Scholarship application, and adheres to the following:

(a) Is enrolled or accepted for enrollment in an approved postsecondary program at a participating institution as an undergraduate student;

(b) Complies with the Standards of Satisfactory Academic Progress (SAP) as required for Title IV benefits under the federal Higher Education Act and as defined by the participating institution for each academic period for which the recipient is enrolled.

(c) That the recipient maintains his or her full-time residency in the state.

(d) Completes the academic terms for which the scholarship is available within 66 months of the approval of the application, in the absence of a formal waiver of this condition by the Commission due to injury, illness, the necessity of part-time enrollment, or some other extraordinary circumstance;

(e) Completed a Free Application for Federal Student Aid (FAFSA) and submitted to the United States Department of Education, or documentation from the participating institution that the applicant has completed the FAFSA;

(f) If the recipient's eligibility is based on spousal status, eligibility shall end if the marriage to the qualifying law enforcement officer is terminated by a decree of divorce.

1. A surviving spouse of a law enforcement officer who did not die in the line of duty will remain eligible.

(g) Maintains eligibility for the scholarship while changing his or her approved postsecondary program or transferring to another participating institution, or both, only if the change or transfer is approved by the appropriate participating institution no later than the beginning of the fifth semester or the ninth quarter for which the scholarship would be available.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 12, 2025

- (6) FULL-TIME STATUS. Enrolled in at least twelve (12) credit hours at a participating institution.
- (7) LAW ENFORCEMENT AGENCY. Any law enforcement department or agency that serves the state, a municipality, a county, or a postsecondary educational institution.
- (8) PARTICIPATING INSTITUTION. An accredited public or private postsecondary vocational school, technical school, community or junior college, college, or university in Alabama that enters into a contract with the Commission to accept reimbursement for a scholarship awarded to an eligible student.
- (9) PART-TIME STATUS. Enrolled in at least six (6) credit hours but no more than eleven (11) credit hours at a participating institution.
- (10) QUALIFYING LAW ENFORCEMENT OFFICER: An individual who:
- (a) Is or has been certified by the Alabama Peace Officers' Standards and Training Commission.
 - (b) Is employed full-time for at least seven years by a single law enforcement agency in the state, or at least 12 continuous years on a full-time basis by more than one law enforcement agency in the state.
 - (c) If no longer employed in law enforcement or retired, was not terminated from the most recent employment as a law enforcement officer pursuant to a disciplinary action.
- (11) REQUIRED EDUCATIONAL EXPENSES. Costs charged for tuition, mandatory fees, and books or electronic and digital media required on a course syllabus.

Author: Takena V. Jones, Stephanie C. Dolan

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

History: New Rule: Published ____; effective ____.

300-4-15-.07 Disbursement of Funds and Refund Requirements.

- (1) The Commission shall determine the dollar amount of each scholarship award and shall submit a voucher to the State Comptroller. Each eligible student enrolled at full-time status may receive a maximum of \$3,000 at a university or \$1,500 at a community college per academic period. Eligible students enrolled at part-time status shall receive a prorated award amount. No eligible student shall receive the scholarship at more than one participating institution during any one academic term.
- (2) A lump sum check payable to the participating institution for each eligible student listed on the voucher. The check shall be

forwarded to the participating institution for credit to each student's account or for the payment to the participating institution for delivery of funds to the eligible student. No later than thirty (30) calendar days after receipt of the scholarship check, the participating institution shall deliver the scholarship funds to the eligible student and return completed certification form to the Commission.

(3) If a student whose eligibility for the scholarship was certified by a participating institution but becomes ineligible for the scholarship before the expiration of the institutional refund period, the scholarship funds shall not be delivered to the student but shall be returned to the Commission.

Author: Takena V. Jones, Stephanie C. Dolan

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

History: New Rule: Published ____; effective ____.

300-4-15-.08 Review Procedures.

(1) The institutional review will enable the Commission to express an opinion of the administrative controls and of the compliance aspects of the Alabama Law Enforcement Officers' Family Scholarship at the participating institution.

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

(a) To determine whether the participating institution's reports present information accurately and in conformity with the Alabama Law Enforcement Officers' Family Scholarship policies and procedures, and whether all reports are prepared on a consistent basis from one period to the next;

(b) To determine whether the participating institution has implemented and is utilizing reasonable procedures and internal controls for effectively discharging management responsibilities and for adequately protecting the state's interest;

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

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

(3) The participating institution shall make all records and information relative to the Alabama Law Enforcement Officers' Family Scholarship available to the Commission.

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

ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, September 12, 2025

- (a) Any findings of inaccuracies in institutional reports;
 - (b) Any inconsistencies in institutional reports;
 - (c) Conclusions regarding the adequacy of administrative controls;
 - (d) Any areas of noncompliance; and
 - (e) Recommendations for improvement.
- (5) If the participating institution does not concur with all items in the written review report, a written appeal should be submitted to the Executive Director of the Commission.
- (6) When an institutional review reveals sufficient problems pertaining to the Alabama Law Enforcement Officers' Family Scholarship at a participating institution, the Executive Director of the Commission may:
- (a) Impose a temporary suspension of scholarship payments to the participating institution;
 - (b) Suspend the institution from participation in the scholarship for an indefinite period of time;
 - (c) Demand payment of any Alabama Law Enforcement Officers' Family Scholarship funds to a student or repayment of funds to the State of Alabama to remedy a violation of applicable laws, regulations, agreements, or operating procedures; or
 - (d) Refer any problems to the Attorney General of the State of Alabama for appropriate legal action.
- (7) A suspended institution may request a hearing by the Commission. The institution shall be notified in writing of the time and place of such Commission hearing.
- (8) After such hearing, the Commission shall determine (at an official meeting of the Commission) whether to:
- (a) Continue the suspension pending the receipt of any additional information that the Commission may require;
 - (b) Continue the Executive Director's suspension subject to limitations or exceptions;
 - (c) Revoke or lift the suspension and restore the institution to full participation as authorized under the regulations;
 - (d) Terminate the institution's eligibility for an indefinite period of time;

(e) Demand payment of any Alabama Law Enforcement Officers' Family Scholarship funds to a student or repayment of funds to the State of Alabama to remedy a violation of applicable laws, regulations, agreements, or operating procedures; or

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

Author: Takena V. Jones, Stephanie C. Dolan

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

History: New Rule: Published ____; effective ____.

300-4-15-.09 Maintenance of Records.

(1) Each participating institution shall establish and maintain current, adequate records which reflect all transactions with respect to scholarship and fiscal activity as they relate to the administration of the Alabama Law Enforcement Officers' Family Scholarship. The records must be maintained in such a manner as to identify all scholarship and fiscal transactions separately from other institutional activities and funds.

(2) The records for any award period shall be retained for a period of five (5) years following the date of certification on a participating institutional invoice, unless a longer retention period is necessary because of scholarship review or audit resolution. In the event a participating institution closes or ceases operation and fails to matriculate students, institutional Alabama Law Enforcement Officers' Family Scholarship records of the participating institution shall be forwarded to the Commission.

(3) Forms must be used to gather data in a uniform manner from each applicant. Such forms shall contain information relative to all eligibility criteria for an Alabama Law Enforcement Officers Family Scholarship award.

(4) The Executive Director of the Commission or any of the Director's duly authorized representatives will have access for the purpose of review and examination to Alabama Law Enforcement Officers' Family Scholarship records and supporting documents maintained by the participating institution.

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

Author: Takena V. Jones, Stephanie C. Dolan

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

History: New Rule: Published ____; effective ____.

ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, September 12, 2025

DECISION ITEM: F

Final Approval of Administrative Procedures for the New Chapter 300-4-14: Alabama Athletic Trainer Loan Assistance Program

Staff Presenter:

Ms. Artcola Pettway
Grants and Scholarships Associate

Staff Recommendation:

That the Commission grant final approval to the proposed administrative procedures for the new Chapter 300-4-14: Alabama Athletic Trainer Loan Assistance Program.

Background:

This program was established by the Alabama Act 2025-337. The purpose of the program is to encourage recruitment and retention of licensed athletic trainers at qualifying public K-12 schools or school systems in the State of Alabama.

The Alabama Commission on Higher Education is authorized by Act 2025-337 to provide financial support by extending federal student loan assistance to eligible licensed athletic trainers in the State of Alabama through the Alabama Math and Science Teacher Education Program (AMSTEP).

Preliminary approval of the proposed administrative procedures was granted by the Commission on Friday, June 13, 2025. The proposed procedures were filed with the Legislative Services Agency on June 18, 2025 and published in the *Alabama Administrative Monthly* June 30, 2025. Interested parties had until August 15, 2025 to comment. No comments were received.

Should the Commission grant final approval, the proposed administrative procedures will become effective 45 days after the new procedures are published in the *Alabama Administrative Monthly*.

Supporting Documentation:

1. Proposed Administrative Procedures for the New Chapter 300-4-14: Alabama Athletic Trainer Loan Assistance Program, attached.

Attachment 1

ALABAMA COMMISSION ON HIGHER EDUCATION
ADMINISTRATIVE CODE

CHAPTER 300-4-14
ALABAMA ATHLETIC TRAINER LOAN ASSISTANCE PROGRAM

TABLE OF CONTENTS

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300-4-14-.04	Applicant Eligibility and Award Amounts
300-4-14-.05	Application Procedures
300-4-14-.06	Award Procedures
300-4-14-.07	Appeal Procedures

300-4-14-.01 Authorization and Purpose.

(1) The Alabama Athletic Trainers Loan Assistance Program was established by the Alabama Act 2025-337 during the 2025 Legislative Session. The program authorizes the Alabama Commission on Higher Education to provide financial support by extending federal student loan assistance to eligible licensed athletic trainers in the State of Alabama through the Alabama Math and Science Teacher Education Program (AMSTEP).

(2) The purpose of the program is to encourage the recruitment and retention of licensed athletic trainers at qualifying public K-12 schools or school systems in the State of Alabama.

Author: Artcola Pettway, Stephanie C. Dolan

Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337

History: New Rule: Published ____; effective ____.

300-4-14-.02 Organization.

(1) The Commission has been authorized to adopt rules and regulations for the administration and implementation of the Athletic Trainer Loan Repayment Program in consultation with the Alabama Board of Athletic Trainers.

(2) The requirements of this article are contingent upon available funding for the AMSTEP program.

ALABAMA COMMISSION ON HIGHER EDUCATION

Friday, September 12, 2025

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

(4) A percentage not to exceed 10 percent of any annual appropriations received by the program may be expended for the operation and administrative requirement provided in this article.

(5) The Commission shall consult with the Alabama Commission on the Evaluation of Services in the development of the accountability and evaluation plan for the program per §16-5-104 of ACT 2025-337.

Author: Artcola Pettway, Stephanie C. Dolan

Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337

History: New Rule: Published ____; effective ____.

300-4-14-.03 Definition of Terms.

(1) APPROVED DEGREE. A completed master's degree recognized by the Commission on Accreditation of Athletic Training Education for an athletic training program through which students become eligible for an approved degree.

(2) APPROVED INSTITUTION. A public or private nonprofit institution of higher education that satisfies both of the following:

(a) Is accredited by the Southern Association of Colleges and Schools Commission on Colleges or by a nationally recognized accrediting agency that provides the institution with eligibility to receive Title IV federal student aid.

(b) Is accredited by the Commission on Accreditation of Athletic Training Education for an athletic training program through which students become eligible for national certification upon successfully completing the Board of Certification, Inc. examination.

(3) ATHLETIC TRAINING SERVICES. Services provided by a licensed athletic trainer within the scope of athletic training practice pursuant to Chapter 40 of Title 34.

(4) CERTIFICATION. National recognition by successfully completing the Board of Certification, Inc. examination for

athletic training.

(5) CHARTER SCHOOL. A public K-12 school established pursuant to Chapter 6F to Title 16.

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

(7) ELIGIBLE APPLICANT. An individual who satisfies the criteria set out in this article and is eligible under rules adopted by the commission in consultation with the Alabama Board of Athletic Trainers.

(8) LICENSED ATHLETIC TRAINER. A healthcare professional who is legally authorized to perform athletic training services within this state upon satisfying all of the following requirements:

(a) Graduated from an approved athletic training program at the master's degree level from an approved institution.\

(b) Passed the Board of Certification, Inc. examination.

(c) Holds a valid license from the Alabama Board of Athletic Trainers that verifies the individual meets state-specific requirements, including continuing education.

(9) LOAN ASSISTANCE SUPPORT. Financial assistance provided to a licensed athletic trainer who provides athletic training services at a qualifying institution and has an outstanding federal student loan balance.

(10) PROGRAM. The Alabama Math and Science Teacher Education Program (AMSTEP), or any successor program, administered by the Commission in consultation with the Alabama Board of Athletic Trainers.

(11) QUALIFYING INSTITUTION. A public K-12 school or school system in this state that requires athletic training services for sanctioned activities governed by an organization, including the Alabama High School Athletic Association or the Alabama Independent School Association.

(12) YEAR. The fall, spring, and summer semesters of an academic year of a qualifying institution.

Author: Artcola Pettway, Stephanie C. Dolan

Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337

History: New Rule: Published _____; effective _____.

300-4-14-.04 Applicant Eligibility and Award Amounts.

(1) Beginning in the Fall 2025 semester, eligible licensed athletic trainers in the State of Alabama will be eligible to receive student loan assistance of seven thousand five hundred dollars (\$7,500) per year worked or three thousand seven hundred fifty dollars (\$3,750) per semester worked for a maximum of four consecutive years. To be an eligible applicant, an applicant shall satisfy all of the following:

- (a) Is a citizen or a lawful permanent resident of the U.S.
- (b) Holds an approved degree from an approved institution.
- (c) Is licensed and in good standing with the Alabama Board of Athletic Trainers pursuant to Chapter 40 of Title 34.
- (d) Provides an average of at least 20 hours of athletic training services per week at qualifying institutions throughout the year in this state.
- (e) Has outstanding subsidized or unsubsidized federal student loans.
- (f) Satisfies additional continuing eligibility criteria established by the Commission in consultation with the Alabama Board of Athletic Trainers.
- (g) Is not receiving a grant from the Athletic Trainer Secondary School Incentive Program.

Author: Artcola Pettway, Stephanie C. Dolan

Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337

History: New Rule: Published _____; effective _____.

300-4-14-.05 Application Procedures.

(1) The Commission shall make the Alabama Athletic Trainer Loan Assistance Program award available to eligible students at participating institutions by the following:

- (a) Applicants may obtain the application from the Commission's website or the Alabama Board of Athletic Trainers' website.
- (b) Applicants must submit their applications to the Commission by August 1 each year. A completed application

and the following required documentation is to be submitted for approval:

1. Proof of U.S. citizenship or permanent residence,
2. Proof of approved degree from an approved institution,
3. Proof of license and good standing with the Alabama Board of Athletic Trainers pursuant to Chapter 40 of Title 34,
4. Proof of outstanding subsidized or unsubsidized federal student loans,
5. Proof of additional continuing eligibility criteria established by the Commission in consultation with the Alabama Board of Athletic Trainers, and
6. Proof of not receiving a grant from the Athletic Trainer Secondary School Incentive Program.

(d) In addition to the initial application, each eligible applicant shall be required to submit the following documentation per semester (fall, spring, or summer) of employment:

1. Proof of an average of at least 20 hours of athletic training services per week worked at qualifying institutions throughout the year in Alabama,
2. Proof of outstanding subsidized or unsubsidized federal student loans,
3. Proof of not receiving a grant from the Athletic Trainer Secondary School Incentive Program.

(e) Incomplete applications will not be considered.

Author: Artcola Pettway, Stephanie C. Dolan

Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337

History: New Rule: Published ____; effective ____.

300-4-14-.06 Award Procedures.

(1) Loan assistance awards shall be distributed directly to eligible applicants in two disbursements during the applicable year with one disbursement being made after January 1 and the second disbursement being made after June 1.

(2) If the award amount exceeds the loan balance, the award amount will be reduced to match the loan balance.

(3) The Commission shall determine the necessary procedures for awarding loan assistance if the eligible applicants' total awards exceed available funding.

(4) The Commission shall prioritize loan assistance to eligible educators prior to awarding loan assistance to eligible licensed athletic trainers.

(5) Recipients shall notify the Commission in writing of any change in status within 30 days after the change. Failure to notify the Commission of a change in status shall affect future eligibility. A change in status includes all of the following:

 (a) A change in name.

 (b) A change in residence.

 (c) A change in employment status.

(6) A recipient who receives an Alabama Athletic Trainers Loan Assistance award and continues to satisfy employment criteria shall continue to receive an award for the four-year consecutive limit unless the recipient becomes ineligible. If a recipient leaves a qualifying institution and accepts employment in a school or school system that does not require athletic training services for sanctioned activities or is not governed by the Alabama High School Athletic Association or the Alabama Independent School Association, the recipient shall no longer qualify to receive federal student loan assistance.

(7) A loan assistance award is considered income by the U.S. Internal Revenue Service and must be reported as such.

Author: Artcola Pettway, Stephanie C. Dolan

Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337

History: New Rule: Published _____; effective ____.

300-4-14-.07 Appeal Procedures.

Any individual or institution not satisfied with the Commission's actions in its administration of the program may submit a written petition to the Commission within 30 days after notice of the action. If not satisfied with the response of the Commission to the written petition, the individual or institution may request a rehearing within 20 days after the response of the Commission is made. The Commission shall schedule the rehearing within 20 days after receipt of the rehearing request. The individual or institution may present written and oral evidence supporting the petition and may be represented by counsel. The decision of the Commission following the rehearing is final.

Author: Artcola Pettway, Stephanie C. Dolan

Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337

History: New Rule: Published ____; effective ____.

DECISION ITEM: G-1

Auburn University, Doctor of Philosophy in Speech, Language, and Hearing Sciences (CIP 51.0204)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Doctor of Philosophy (PhD) in Speech, Language, and Hearing Sciences.

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

Implementation Date: The proposed program will be implemented in Fall 2026. Based on Commission policy, the proposed program must be implemented by September 1, 2028, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2027-28 will be at least 2.8, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on related employment.

Auburn University (AU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2033.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The program will prepare graduates for careers in academia as faculty researchers and clinicians. There is currently a shortage of PhD-level faculty qualified to train aspiring Audiologists and Speech-Language Pathologists, which are included on the 2024-25 Alabama Demand Occupations list.
2. The program will build on existing curriculum, faculty, and resources currently dedicated to professional programs in the Department of Speech, Language, and Hearing Sciences, including the AuD in Audiology and the MS in Speech, Language, and Hearing Sciences. Nonetheless, AU plans to reallocate institutional funds of up to \$334,000 annually in order to cover projected expenses related to hiring additional faculty.
3. The department has demonstrated success and continued potential for obtaining extramural funding for research, and it is expected that some expenses will be offset by new external research funding. A doctoral program would further enhance the faculty's competitiveness for extramural grants, since agencies are more disposed to fund grants from doctoral-level programs.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University proposal, dated June 11, 2025. 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.
6. Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04). Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Auburn University								
PROGRAM: PhD in Speech, Language, and Hearing Sciences (CIP 51.0204)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$100,000	\$200,200	\$204,204	\$208,288	\$212,253	\$216,036	\$221,036	\$1,362,017
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$200,000	\$150,000	\$0	\$0	\$0	\$0	\$0	\$350,000
FACILITIES	\$21,000	\$31,500	\$31,500	\$31,500	\$31,500	\$31,500	\$31,500	\$210,000
ASSISTANTSHIPS	\$0	\$0	\$24,960	\$99,482	\$99,480	\$99,480	\$149,760	\$473,162
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$321,000	\$381,700	\$260,664	\$339,270	\$343,233	\$347,016	\$402,296	\$2,395,179
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$305,208	\$334,264	\$204,430	\$262,794	\$262,389	\$266,172	\$314,316	\$1,949,573
EXTERNAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION+FEES	\$15,792	\$47,436	\$56,234	\$76,476	\$80,844	\$80,844	\$87,980	\$445,606
TOTAL	\$321,000	\$381,700	\$260,664	\$339,270	\$343,233	\$347,016	\$402,296	\$2,395,179
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	6	8	11	12	12	12	10.2
PART-TIME HEADCOUNT		0	0	0	0	0	0	0
TOTAL HEADCOUNT		6	8	11	12	12	12	10.2
NEW ENROLLMENT HEADCOUNT		3	2	3	3	3	3	2.8
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	0	0	2	3	3	3	2.75

Attachment 2

Summary of Background Information

Doctor of Philosophy in Speech, Language, and Hearing Sciences
Auburn University

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

Program Description: The PhD in Speech, Language and Hearing Sciences (SLHS) will help address the current shortage of PhD level SLHS professionals in the field. The program will contribute directly to the preparation of Speech Language Pathologists and Audiologists who can provide expertise in academic, private, education-based and medical settings. Graduates will be qualified for clinical and/or tenure track positions at university programs. In addition, they will be qualified to work in leadership positions in professional settings.

Student Learning Outcomes: Learning outcomes of the PhD in Speech, Language, and Hearing Sciences include the following abilities:

1. Critically evaluate and synthesize advanced concepts, methods, and theoretical frameworks to create original insights and contribute to knowledge within specialized field.
2. Critically assess and integrate interdisciplinary perspectives from disciplines beyond SLHS to advance the specialized area of study in novel ways.
3. Critically select, evaluate, and rigorously apply diverse research methodologies to design and conduct original investigations within the field.
4. Conceptualize, design, and execute independent, original research that advances knowledge within the specialized area of study.
5. Adhere to principles of research ethics to ensure integrity and responsible conduct in all phases of scholarly inquiry.
6. Synthesize and effectively communicate complex research findings through both oral and written formats, demonstrating clarity, precision, and scholarly rigor.
7. Identify relevant funding opportunities and strategically design and write persuasive research proposals to secure external support for scholarly investigations; and critically evaluate and synthesize existing research, contributing to the scientific review process by providing informed, constructive feedback and advancing scholarly discourse.

Administration: The program will be administered by the College of Liberal Arts, Dr. Jason Hicks, Dean; and the Department of Speech, Language, and Hearing Sciences, Dr. Allison M. Plumb, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Four responses were received, all expressing support for the proposal.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: Several institutions offer terminal degrees that lead to professional licensure in speech-language pathology and/or audiology, including Alabama A&M (MS in Communicative Sciences and Disorders, CIP 51.0203); Auburn University at Montgomery (MS in Speech-Language Pathology, CIP 51.0204); The University of Alabama (MS in Speech-Language Pathology, CIP 51.0203); University of Montevallo (MS in Speech-Language Pathology, CIP 51.0203); and University of South Alabama (AuD in Audiology, CIP 51.0202 and MS in Speech-Language Pathology, CIP 51.0203). In addition, USA offers a PhD in Communication Sciences and Disorders (CIP 51.0299) that is similarly designed to prepare graduates for careers in research and academia.

Relationship to Existing Coursework: AU currently offers three related programs: the BS in Speech, Language, and Hearing Sciences (CIP 51.0204) prepares students for graduate study in the discipline; the MS in Speech, Language, and Hearing Sciences (CIP 51.0204), which is the terminal degree leading to state licensure in speech-language pathology; and the AuD in Audiology (CIP 51.0204), which is the terminal degree leading to state licensure in audiology. Graduates of the MS in SLHS and AuD programs may elect to pursue a PhD upon completion and would be the primary feeders for the proposed PhD.

Collaboration: The following departments have indicated support of the PhD program and have agreed to allow students to take coursework in their departments toward their research methods and statistics coursework and/or their program minor coursework: Educational Foundations, Leadership, and Technology; Human Development and Family Studies; Kinesiology; Psychology; Special Education, Rehabilitation and Counseling.

Professional Licensure: The proposed PhD in SLHS is not considered a professional licensure program in the State of Alabama. While many doctoral students will have licensure and certification as speech-language pathologists and/or audiologists, it is not required for the research doctorate.

Specialized Accreditation: Auburn University has earned programmatic accreditation through the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language and Hearing Association (ASHA) for both of its related terminal degree programs (AuD in Audiology and MS in Speech, Language, and Hearing Sciences). There is no programmatic accreditation for PhD programs.

Admissions: In addition to university requirements the program will require the following: three letters of recommendation; a letter of intent describing why the student wants to obtain a doctoral degree in speech, language, and hearing sciences to include their preferred area of specialization (e.g., voice and upper airway, stuttering, aural habilitation); and a current resume. The program provides admissions tracks for individuals who have earned an MS in SLHS or an AuD (who can complete the program with 63 credit hours), as well as for those with a master's degree in an unrelated field (who are required to complete 69 credit hours) or a bachelor's degree in a related field (who are required to complete 69-75 credit hours).

Mode of Delivery: The program will be delivered in a hybrid format with the majority of courses in-person with the option for online classes as needed.

Curriculum: The intended duration for full-time students is 4 years. Part-time students should be able to complete in 8 years. AU has created three new courses for the program. In addition to a major area of specialization, students will complete 12 hours in a minor content area as determined by the student, major professor, and committee.

Curriculum Overview of Proposed Program	
Credit hours required in program major courses	26-38
Credit hours in program minor area	12
Credit hours in research electives	15
Credit hours in required research/dissertation	10
Total Credit Hours Required for Completion	63-75

Students admitted to the program with an AuD or MS in SLHS or related terminal degree will have a reduction in the overall number of program courses, as compared to students admitted with a bachelor's or non-SLHS master's degree. In addition, the program mentor or committee may allow a student to transfer in as many as 30 credit hours from an accredited graduate program. Approved transfer credits may be applied to any part of the program requirements (e.g., major content area, minor content area, research electives), except for SLHS 8000: Professional Development for Research Careers in Health Sciences or SLHS 8850: Grant Proposal Preparation in Health Sciences.

Industry Need: The proposed PhD is designed to prepare graduates for employment in teaching and research in the field of Speech, Language, and Hearing Sciences (SLHS). This program will address the current shortage of PhD-level SLHS professionals who are qualified to prepare professionals to work in academic, private, education-based and medical settings, including in the professional licensure occupations of Speech Language Pathologists (SOC 29-1127, included on the 2024-25 Alabama Demand Occupations list); and Audiologists (SOC 29-1181). According to a 2023-2024 survey published by the American Speech-Language-Hearing Association (ASHA), 141 research doctoral degrees were awarded nationwide across SLHS disciplines. In the same year, a total of 277 national searches were conducted for faculty with research doctorates, and only 69% of these searches were filled. According to the Bureau of Labor Statistics, the employment of speech-language pathologists is expected to grow 13% from 2023 to 2033, and the employment of audiologists is expected to grow by 11%, significantly faster than the average growth rate for all occupations. In 2023-2024, the most common first employment opportunities for PhD graduates were postdoctoral positions (35.6%) and faculty/academic positions (31.8%).

Student Demand: Data was gathered through the annual Communication Sciences and Disorders Education Survey published by the American Speech-Language-Hearing Association (ASHA). Eighty-one institutions offer a research doctoral degree in SLHS and related fields. The CSD Educational Survey indicated that median student enrollment for CSD programs is 5. In 2023, 862 applicants were received with 303 offers of admission made, indicating that almost 2/3 of applicants were not admitted. This is not reflective of a lack of quality of the applicants, rather it is likely a matter of funding as 91.4% of offers included funding (i.e., assistantship and fellowships). Almost 50% percent of programs reported insufficient funding having a moderate or major impact on enrollment. Most programs did not report the quality of candidates as having a major impact on enrollment. AU, therefore, anticipates a pool of highly qualified applicants for the program. Anecdotally, SLHS faculty regularly receive inquiries regarding PhD study possibilities, including nine serious inquiries within the past year. Because AU does not currently have a PhD program, three students have elected to pursue their doctoral degrees at Auburn in other disciplines to be co-advised by a faculty member in our department. One of these graduates is now a faculty member at Northwestern and the recipient of the ASHA New Century Scholars Award and the New Investigators Award for the International Voice Foundation. Another received best paper at the Voice Foundation Meeting and is a faculty member at the University of Minnesota. The third student is employed at the CDC. This illustrates the high caliber of students and mentoring present, even without a PhD program in place.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	11	
	Part-Time Faculty		
	Administration	2	
	Support Staff	2	
New to be Hired	Full-Time Faculty	2	
	Part-Time Faculty		
	Administration		
	Support Staff		

The College is adding two additional faculty lines to the SLHS budget reallocated from areas with decreasing enrollments. Adding two additional faculty members will allow the department to add both the breadth and depth necessary for program success. In addition to needed areas of expertise, these additional faculty lines will allow for research productive faculty to be at the 2-2 loads typical for faculty

at Carnegie Research 1 (R1) institutions. The program will have expertise in SLHS across the lifespan and patient populations ensuring curriculum and program quality.

Equipment: AU projects that \$350,000 will be required to purchase equipment to fit out research laboratories for new faculty members.

Facilities: \$210,000 has been budgeted for approximately 1,500 square feet will be required for 2 offices/labs for new faculty and a workspace for doctoral students.

Assistantships: The department currently has 14 graduate assistantships in its base budget. The proposed program will add an additional four (\$473,162 over the first seven years) to allow for adequate funding of PhD students, as well as the MS and AuD programs.

Library: AU Libraries provides access to almost all major journals in Speech, Language and Hearing Sciences. Faculty and students also have access to many major journals in various aspects of healthcare, education, psychology, and the sciences through collections supporting the AU Colleges of Veterinary Medicine, Pharmacy, Nursing, Liberal Arts, Education, Engineering, Human Sciences, and Science and Mathematics. AU Libraries offers access to major biomedical databases including PubMed, Ovid Medline, APA PsycINFO, Embase, and CINAHL. Faculty and students also have access to databases in related subject areas, including Communication Source and Linguistics & Language Behavior Abstracts in communication/language, ERIC and Education Research Complete in education, and Web of Science and Scopus for general science. AU Libraries also provides access to a virtual anatomy database, Anatomy.TV, which includes clinical sections on Speech Language Pathology, Audiology, and Head and Neck Neuroanatomy. Speech, Language, and Hearing Sciences has an annual serials budget of approximately \$24,000.

Program Budget: AU projects that the proposed program will require \$2,395,179 in new funds to deliver over the first seven years, with the majority of new funding going to support new faculty hires. Over the same period, the program will generate only modest revenues through tuition and fees, totaling \$445,606 over seven years. The proposed program will require reallocations of up to \$334,000 annually in order to cover projected expenditures. The proposal noted that reallocations needed to support the program would come from areas with decreasing majors and from permanent salary savings associated with the cost of graduate assistantships compared with salaried faculty. It is also expected that some costs would be defrayed by external research funding awarded to faculty and graduate students, but AU did not provide an estimate for sponsored research funding that may be awarded.

Attachment 3

Doctor of Philosophy in Speech, Language, and Hearing Sciences
Auburn University

Course Number and Title	Number of Credit Hours	* If New Course
Program Major Courses --6000 level courses or higher within SLHS, as determined by mentor and committee. <i>Students entering with Master's in SLHS or related area – select 26 cr hrs</i> <i>Students entering with Master's in unrelated area – select 32 cr hrs</i> <i>Students entering with Bachelor's degree – select 32-38 cr hrs</i>	26-38	
SLHS 7510 Advanced Articulation and Phonological Disorders	3	
SLHS 7520 Language Disorders: Birth--Five	3	
SLHS 7530 Stuttering	3	
SLHS 7540 Voice and Upper Airway Disorders	3	
SLHS 7550 Adult Aphasia	3	
SLHS 7560 Craniofacial Anomalies	3	
SLHS 7570 Research Methods in Speech-Language Pathology	2	
SLHS 7580 Cognition Across the Lifespan	3	
SLHS 7590 Language Disorders: School-Age	3	
SLHS 7810 Motor Speech Disorders	3	
SLHS 7820 Dysphagia	3	
SLHS 7840 Augmentative and Alternative Communication	3	
SLHS 7880 Special Populations in SLHS	2	
SLHS 7890 Counseling in Speech-Language Pathology	3	
SLHS 8000 Professional Development for Research Careers in Health Sciences	1-2	*
SLHS 8100 Hearing Science	3	
SLHS 8110 Auditory Physiology	3	
SLHS 8200 Diagnostic Audiology	3	
SLHS 8210 Medical Aspects of Hearing Disorders	3	
SLHS 8220 Amplification I	3	
SLHS 8300 Central Auditory Processing	3	
SLHS 8310 Aural Rehabilitation	3	
SLHS 8400 Pediatric Audiology	3	
SLHS 8410 Aural Habilitation	3	
SLHS 8420 Amplification II	3	
SLHS 8500 Electrophysiological Procedures in Audiology	3	
SLHS 8520 Hearing Conservation	3	
SLHS 8570 Evaluation of Research in Audiology	3	
SLHS 8600 Balance Disorders	3	
SLHS 8610 Implant Technology	3	
SLHS 8620 Outcome Measures in Audiology	3	
SLHS 8630 Counseling in Audiology	3	
SLHS 8650 Advanced Audiometry	2	
SLHS 8700 Professional Issues	3	
SLHS 8800 The Neurological Bases of Communication	3	
SLHS 8850 Grant Proposal Preparation in Health Sciences	3	*

Program Minor Area – Select 12 cr hrs from 6000-level courses or higher within related departments as determined by mentor and committee (e.g., Kinesiology, Psychology, Rehabilitation and Special Education).	12	
Research Electives – Select 15 cr hrs from 6000-level courses or higher in research and statistics as determined by mentor and committee based on student's professional goals. Courses below are from departments that have agreed to allow SLHS students to take research and statistics coursework.	15	
PSYC 6690 Advanced Analytics for Social and Behavioral Sciences	3	
PSYC 7230 Psychometric Theory	3	
PSYC 8240 Structural Equation Modeling for Applied Researchers	3	
PSYC 8250 Multivariate Analysis	3	
PSYC 8280 Meta-Analysis	3	
PSYC 8350 Applied Psychometric Principles	3	
RSED 8020 Disabilities and Research Methods	3	
ERMA 7200 Basic Methods in Education Research	3	
ERMA 7210 Theory and Methodology of Qualitative Research	3	
ERMA 7220 Applied Qualitative Research	3	
ERMA 7400 Mixed Methods Research	3	
ERMA 8200 Survey Research Methods	3	
ERMA 8330 Non-Parametric Data Analysis in Education Research	3	
Required Research/Dissertation	10	
SLHS 8990 Research and Dissertation	10	
Total Credit Hours for Degree:	63-75	

DECISION ITEM: G-2

Jacksonville State University, Master of Science in Forensic Investigation (CIP 43.0402)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Forensic Investigation.

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

Implementation Date: The proposed program will be implemented in Fall 2026. Based on Commission policy, the proposed program must be implemented by September 1, 2028, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2027-28 will be at least 4.7, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, also including data on related employment.

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, 2033.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed MS will build on JSU's existing programs in Criminal Justice and Forensic Investigation, and therefore, will require limited new resources to deliver.
2. This program will focus on forensic investigation, rather than traditional forensic science disciplines, and therefore will differ from existing offerings through the SREB region.
3. The program proposal includes eleven letters of support from multiple external entities, including local and regional law enforcement agencies, attesting to the need for the program and offering to collaborate in its delivery.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Jacksonville State University proposal, dated June 5, 2025, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request."
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Jacksonville State University								
PROGRAM: MS in Forensic Investigation (CIP 43.0402)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$0	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$420,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
TOTAL	\$10,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000	\$430,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$0	\$3,650	\$6,400	\$0	\$0	\$0	\$0	\$10,050
EXTERNAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$31,800	\$44,550	\$63,600	\$95,250	\$127,200	\$159,000	\$190,800	\$712,200
TOTAL	\$31,800	\$48,200	\$70,000	\$95,250	\$127,200	\$159,000	\$190,800	\$722,250
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	5	7	11	14	18	20	12.5
PART-TIME HEADCOUNT		2	3	4	6	7	10	5.3
TOTAL HEADCOUNT		7	10	15	20	25	30	17.8
NEW ENROLLMENT HEADCOUNT		7	8	12	15	20	23	14.2
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	0	2	3	5	5	7	4.4

Attachment 2

Summary of Background Information

Master of Science in Forensic Investigation
Jacksonville State University

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

Program Description: The proposed MS in Forensic Investigation (MSFI) is a specialized graduate degree program designed to prepare students for careers in forensic investigation, criminal justice, legal support, and private-sector investigation. Unlike traditional forensic science programs that emphasize biology, chemistry, and toxicology, the MSFI program will focus exclusively on forensic investigative methodologies, including crime scene analysis, digital forensics, forensic interviewing, forensic report writing, and the legal aspects of forensic procedures. The program will offer a multidisciplinary and practice-oriented curriculum that integrates theoretical instruction with applied learning. Students will gain advanced investigative skills through hands-on experiences using JSU's laboratory facilities.

Student Learning Outcomes: Learning outcomes of the MS in Forensic Investigation include the following:

1. Apply advanced knowledge of forensic investigation techniques to analyze evidence, solve complex cases, and support legal processes.
2. Demonstrate proficiency in modern forensic tools and technologies, including digital forensics platforms, evidence collection equipment, and crime scene reconstruction techniques.
3. Conduct and interpret forensic research, analyze investigative data using statistical methods, and present findings in a scientifically sound and ethically responsible manner.
4. Consistently apply ethical principles and legal standards in investigative contexts, recognizing the societal and individual implications of forensic practices.
5. Prepare clear and concise forensic reports and present expert testimony with professionalism in both academic and courtroom settings.
6. Demonstrate knowledge of forensic management practices, including resource coordination, case prioritization, and interdisciplinary collaboration.
7. Collaborate with law enforcement personnel, attorneys, scientists, and other stakeholders within the justice system to support criminal investigations and prosecutions.

Administration: The program will be administered by the College of Social and Behavioral Sciences, Dr. Maureen Newton, Dean; and the Department of Criminal Justice and Forensic Investigation, Dr. Dean Buttram, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Five responses were received. Four responses expressed support for the proposed program, including two potential collaborations, while the fifth offered no objection.

Public Review: The program was posted on the Commission website from July 9, 2025 to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: No institutions in Alabama or the SREB region offer a master's program specifically in Forensic Investigation. Two public institutions in Alabama offer related graduate degrees:

- Alabama State University, MS in Forensic Science (CIP 43.0406)
- University of Alabama at Birmingham, MSFS in Forensic Science (CIP 43.0406)

JSU notes that Forensic Science programs typically focus on laboratory-based scientific disciplines, such as forensic biology, forensic chemistry, and forensic toxicology. By contrast, the proposed MSFI at JSU focuses on the applied investigative aspects of forensics, such as crime scene analysis, digital forensics, forensic interviewing, and legal procedures.

Relationship to Existing Coursework: JSU currently offers the following related programs:

- **BS in Forensic Investigation (CIP 43.0402):** The MSFI program builds upon foundational knowledge and skills developed in the undergraduate forensic investigation program. The graduate curriculum will offer advanced, applied, and research-based training, creating a direct academic pathway.
- **BS in Criminal Justice (CIP 43.0104):** The MSFI program will complement the undergraduate Criminal Justice program by offering a graduate pathway to specialize in forensic investigation, especially those who have taken related electives.
- **MS in Criminal Justice (CIP 43.0104):** The proposed program will be housed in the same department as the MS in Criminal Justice and share some faculty and resources. The MSFI will provide an applied forensic investigation focus that is distinct from the broader policy and theory orientation of the MS in Criminal Justice, offering students an alternative graduate specialization.

Collaboration: The MSFI program will partner with JSU's Center for Applied Forensics to make use of specialized forensic laboratories. Program directors have reached out to other academic departments at JSU, such as Computer Science and Emergency Management, regarding shared electives or interdisciplinary guest speaking opportunities where applicable. In addition, letters of support have been received from multiple external entities, including local and regional law enforcement agencies suggesting opportunities for future collaborations in areas such as guest lectures, case-based learning, site visits, and potential fieldwork opportunities.

Professional Licensure: Professional licensure or industry certification is not required for graduates of the proposed MSFI program to gain entry-level employment in most forensic investigation-related occupations. Graduates who intend to work in a law enforcement capacity must be certified by the Peace Officer's Standards and Training Commission. Those who intend to work as private investigators must be licensed through the Alabama Private Investigation Board.

Professional Certification: The MSFI program is specifically designed to prepare graduates with the practical skills and theoretical knowledge necessary to enter the workforce immediately upon graduation. However, some positions (particularly in law enforcement or in highly specialized units) may prefer or require additional on-the-job training or certifications, which are typically provided by the hiring agency.

Admissions: Students must meet all requirements for graduate admission to JSU and can transfer a maximum of six credit hours to the program.

Mode of Delivery: The MSFI program will be delivered primarily in-person due to the hands-on and experiential nature of many of the core courses. However, online and hybrid formats will also be utilized where appropriate, particularly for lecture-based or theoretical coursework, to enhance flexibility for students. Courses will be offered in-person at JSU's main campus and at the JSU McClellan Center, which houses several of the university's specialized forensic laboratories, including a Digital Forensics Lab, Crime Scene House, Trace Evidence Lab, Blood Pattern Analysis Lab, Interview and Interrogation Lab, Cadaver Lab, and Mock Court Room. These environments foster experiential learning and practical application of forensic investigative techniques.

Curriculum: JSU intends to develop 11 new courses to support the proposed MSFI. Full-time students will be able to complete the program in 3-4 semesters, and part-time students in 5-6 semesters. Students will be assessed through a combination of hands-on lab work, portfolio submissions, and applied research. Competency-based assessments are not planned at this time.

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	15
Credit hours in program electives	15
Credit hours in free electives	0
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	30

Specialized Accreditation: There is no specialized accreditation entity for programs in Forensic Investigation.

Industry Need: The proposed MSFI program at JSU is designed to meet specific workforce needs in Alabama by preparing graduates for careers in forensic science, criminal investigation, and digital forensics, areas increasingly in-demand among law enforcement, legal, and security agencies, as attested by letters of support from the following entities:

- Chief Deputy District Attorney, 29th Judicial Circuit of Alabama
- Calhoun County Sheriff's Office
- Etowah County Sheriff's Office
- St. Clair County Sheriff's Office
- Oxford Police Department
- Gadsden Police Department
- Rainbow City Police Department
- Southside Police Department

Furthermore, Detectives and Criminal Investigators (SOC 33-3021) are included on the 2024-25 Alabama In-Demand Occupations List, reflecting a strong need for advanced training in evidence collection, analysis, and investigative methodology. The MSFI program will equip students with these essential competencies. Related occupations, including Forensic Science Technicians (SOC 19-4092) and Digital Forensics Analysts (SOC 15-1299.06), represent a rapidly growing and specialized need in both law enforcement and the private sector. The program's inclusion of digital forensics will support Alabama's efforts to build cybersecurity and digital investigation capacity, a priority area for economic development. By developing professionals in these critical roles, JSU's MSFI program will contribute meaningfully to the state's justice system and its broader technological infrastructure.

Student Demand: JSU conducted a student interest survey targeting current undergraduate students, graduate students, and alumni to assess demand for the proposed program. The survey received 192 responses, with 54% of respondents expressing high interest in enrolling and 36% indicating moderate interest, totaling 90% with some level of enrollment interest. Additionally, 97% of respondents agreed that earning a master's degree in forensic investigation would be beneficial for students. This strong expression of interest is further supported by healthy enrollment in JSU's undergraduate forensic investigation courses (the program produced 71 completers in AY 2023-24), indicating a steady pipeline of students likely to pursue advanced study.

Resources:Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	8	
	Part-Time Faculty	2	
	Administration	1	
	Support Staff	1	
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

JSU plans to hire one additional full-time faculty member to support the program beginning in Year 2.

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

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

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

Library: JSU's library collections currently support the existing programs in forensic investigation and criminal justice and have sufficient resources for the development and maintenance of an additional master's program.

Other: JSU has budgeted \$10,000 in Year 1 for costs associated with recruiting a new faculty member.

Program Budget: The proposal projects that \$430,000 in new funds will be required to support the program over the first seven years. Over the same period, the program is expected to generate \$712,200 through tuition. In Years 2-3, the program will supplement with reallocations from the existing budget for the Department of Criminal Justice and Forensic Investigation.

Attachment 3

Master of Science in Forensic Investigation
Jacksonville State University

Course Number and Title	Number of Credit Hours	* If New Course
Program Courses	15	
FI 5200 Principles of Forensic Investigation	3	
FI 5205 Forensic Management and Organization Development	3	
FI 5210 Forensic Writing and Presentation Skills	3	*
FI 5501 Applied Data Analysis	3	
FI 5702 Research Methods	3	
Program Electives (<i>Select five courses</i>)	15	
FI 5215 Ethics in Criminal Justice	3	*
FI 5230 The Law, Expert Evidence, and Moot Court	3	*
FI 5235 Advanced Criminalistics	3	*
FI 5240 Medicolegal Death I	3	
FI 5245 Medicolegal Death II	3	*
FI 5250 Forensic Crime Mapping	3	*
FI 5255 Management of Forensic Human Resources	3	*
FI 5260 Forensic Field Techniques	3	
FI 5265 Fire and Explosive Investigation	3	*
FI 5270 Computer Forensics	3	*
FI 5275 Mobile Forensics	3	*
FI 5280 Cold Case Death Investigation	3	*
Total Credit Hours Required for Degree	30	

DECISION ITEM: G-3

Troy University, Doctor of Chiropractic in Chiropractic (CIP 51.0101)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Doctor of Chiropractic (DC) in Chiropractic.

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

Implementation Date: The proposed program will be implemented in Fall 2027. Based on Commission policy, the proposed program must be implemented by September 1, 2029, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2028-29 will be at least 2.8, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2028-29 through 2033-34 (six-year average) will be 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program will earn, or make substantial progress toward, specialized accreditation through the Council on Chiropractic Education.
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 National Board examination pass rates, Alabama licensure, and related employment in chiropractic.
5. That the program will submit a preliminary implementation report on or before September 1, 2029, specifically to include an updated Program Summary/ Business Plan and progress toward specialized accreditation.

Troy University (TROY) will be required to phase out the program if any of the post-implementation conditions are not met. In addition to the preliminary implementation report noted above, the institution must present full 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, 2034.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed program will be the only Doctor of Chiropractic program in Alabama and has the potential to support economic development interests in the Wiregrass region, as attested by letters of support from the Dothan Area Chamber of Commerce and Houston County Commission.
2. The proposed program is designed to meet standards for specialized accreditation through the Council for Chiropractic Education (CCE), and its development is supported by the Alabama State Board of Chiropractic Examiners, which is the state licensure board.
3. The proposed program will require substantial start-up investment to support new faculty hires, along with equipment and facilities upgrades at the Dothan Campus. The Alabama Legislature appropriated \$475,000 in one-time supplemental funding for FY2025 to defray some of the costs for health training equipment for the program. Additionally, TROY has pledged that it is prepared to support program start-up costs. Once the program reaches full capacity, tuition revenue is estimated at \$3,382,500 per year.
4. ACHE will review a preliminary implementation report for the program to ensure that enrollment and completion numbers are on-track to recoup initial investments.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Troy University proposal, dated June 10, 2025, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin.

Code (Commission on Higher Education), r. 300-2-1-.03.
Available upon request.

6. Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring” Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Troy University								
PROGRAM: DC in Chiropractic (CIP 51.0101)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
FACULTY	\$1,474,000	\$1,474,000	\$1,474,000	\$1,474,000	\$1,474,000	\$1,474,000	\$1,474,000	\$10,318,000
STAFF	\$53,600	\$53,600	\$53,600	\$53,600	\$53,600	\$53,600	\$53,600	\$375,200
EQUIPMENT	\$1,000,000	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000,000
FACILITIES	\$750,000	\$0	\$0	\$0	\$0	\$0	\$0	\$750,000
LIBRARY	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$40,000
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000
TOTAL	\$3,337,600	\$1,532,600	\$1,532,600	\$1,532,600	\$1,532,600	\$1,532,600	\$1,532,600	\$12,533,200
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
REALLOCATIONS	\$1,674,600	\$0	\$0	\$0	\$0	\$0	\$0	\$1,674,600
EXTERNAL	\$475,000	\$0	\$0	\$0	\$0	\$0	\$0	\$475,000
TUITION	\$1,188,000	\$2,376,000	\$3,382,500	\$3,382,500	\$3,382,500	\$3,382,500	\$3,382,500	\$20,476,500
TOTAL	\$3,337,600	\$2,376,000	\$3,382,500	\$3,382,500	\$3,382,500	\$3,382,500	\$3,382,500	\$22,626,100
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 – No data reporting required	60	90	90	90	90	90	85
PART-TIME HEADCOUNT	Year 1 – No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 – No data reporting required	60	90	90	90	90	90	85
NEW ENROLLMENT HEADCOUNT	Year 1 – No data reporting required	30	30	30	30	30	30	30
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 – No data reporting required	0	30	30	30	30	30	30

Attachment 2

Summary of Background Information

Troy University
Doctor of Chiropractic in Chiropractic

Role: The proposed program falls within the doctoral-granting instructional role recognized for Troy University (TROY), though the extensive new coursework will require substantive change approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which is TROY's institutional accrediting agency.

Program Description: Troy University is proposing to offer a Doctor of Chiropractic (DC) in Chiropractic, designed to lead to national certification and state licensure to practice chiropractic in Alabama and in other states. The foundational mission of the program will be to incorporate evidence-based research into didactic and clinical training with a focus interprofessional collaboration with other healthcare professionals. In addition, students will be equipped with the necessary business acumen for clinical practice. The proposed curriculum is based on the Council on Chiropractic Education (CCE) accreditation standards to include the following: I. Foundations – principles, practices, philosophy, and history of chiropractic. II. Basic Sciences – anatomy, physiology, biochemistry, microbiology, and pathology. III. Clinical Sciences – physical, clinical, and laboratory diagnosis; diagnostic imaging; spinal analysis; orthopedics; biomechanics; neurology; spinal adjustment/manipulation; extremities manipulation; rehabilitation and therapeutic modalities/procedures (active and passive care); toxicology/pharmacology; patient management; nutrition; organ systems; special populations; first aid and emergency procedures; wellness and public health; and clinical decision-making. IV. Professional Practice – ethics and integrity; jurisprudence; business and practice management; and professional communications. All students in the proposed DC program must complete extensive clinical training (minimum of 1,000 hours), immersed within a patient-care setting, as mandated by the Council on Chiropractic Education. The program will be located on Troy's Dothan Campus.

Student Learning Outcomes: Learning outcomes of the DC include the following abilities:

1. Demonstrate an understanding of foundations, basic sciences, clinical sciences, and professional practice inherent to chiropractic care.
2. Apply soft communication and management skills at the individual, interpersonal, and group level.
3. Critically address clinical and psychosocial challenges and make optimal decisions.
4. Apply ethical principles in a healthcare and business setting.

Administration: The program will be administered by the College of Health Sciences, Dr. LaGary Carter, Dean; and the Department of Kinesiology and Health Promotion, Dr. Brandon Sluder, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Four responses were received, with three raising no major objections to the proposal. The fourth questioned whether state funds should be used to support any chiropractic offerings, regardless of location.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are currently no Doctor of Chiropractic programs offered in Alabama. The closest DC programs in the SREB Region include the following: Life University, Marietta, GA; Campbellsville University, KY; Keiser University, West Palm, FL; Logan University, MO; National University of Health Sciences, Pinellas Park, FL; Palmer College of Chiropractic, Port Orange, FL; Parker

University, Dallas, TX; Sherman College of Chiropractic, Spartanburg, SC; Texas Chiropractic College, Pasadena, TX; and the National University of Health Sciences, Pinellas Park, FL.

Relationship to Existing Coursework: TROY offers several baccalaureate programs within the College of Health Sciences that will serve as feeders for the proposed DC program, including Exercise Science (CIP 26.0908), Nutrition (CIP 30.1901), Interprofessional Health Sciences (51.0000), and Rehabilitation and Disability Studies (CIP 51.2300). In addition, the following graduate programs may serve as feeders: Athletic Training (CIP 51.0913), Kinesiology (CIP 26.0908), and Biomedical Sciences (CIP 26.0102). Faculty from these programs, along with other related programs in Nursing, Biology, and Chemistry, may teach select courses in the DC curriculum or serve as guest lecturers.

Collaboration: Significant potential exists for interprofessional research collaboration among the chiropractic faculty and faculty within exercise physiology, athletic training, nutrition, biomedical sciences, and nursing. No external collaborations are planned at this time.

Specialized Accreditation: TROY will seek programmatic accreditation through the Council on Chiropractic Education (CCE), which is required for graduates to be eligible to sit for the National Board of Chiropractic Examiners examinations. After approval by ACHE and SACSCOC, TROY will submit a letter of intent to CCE seeking initial accreditation. Once the initial application has been approved by CCE, the program director will then submit a formal program self-study (curriculum, faculty, facilities, etc.) for additional consideration by CCE. The final phase is a comprehensive site visit and report to CCE typically during the first semester of the program. The goal is for the program to achieve candidacy status and enroll its first student cohort in the program in Fall 2027.

Professional Licensure: The Doctor of Chiropractic (DC) is considered a professional licensure program in the State of Alabama, along with most other states. In order to practice chiropractic, graduates must pass the National Board of Chiropractic Examiners examinations and complete other requirements for initial licensure through the Alabama State Board of Chiropractic Examiners. TROY has been coordinating with the Alabama State Board of Chiropractic Examiners in the development of the DC program, and the program proposal includes a letter of support from their Executive Director Amy Deavers.

Admissions: Applicants to the DC program must have earned a bachelor's or master's degree with a minimum 3.0 GPA overall. In addition, applicants must have completed at least 38 credit hours of prerequisite coursework with a minimum of 3.0 GPA, including the following courses or their equivalents: Pre-Calculus Algebra, Calculus, or Trigonometry; Statistics; Anatomy & Physiology 1 and 2; Microbiology; General Chemistry 1 and 2; and 12 credit hours of life sciences electives (may be from Physics, General Biology, Cell Biology, Organic Chemistry, Biochemistry, Genetics, Immunology, Histology, Pathophysiology, Exercise Physiology, Nutrition, Biomechanics, etc.).

Mode of Delivery: The proposed program will be delivered primarily in-person at TROY's satellite campus in Dothan, Alabama. As appropriate, select courses may be developed for online delivery through TROY Online.

Curriculum: The proposed program will require 223 semester credit hours of chiropractic coursework, which includes a minimum of 4,200 instructional hours and 1,000 clinical hours to be completed over 10 consecutive semesters. It has been designed to comply with CCE accreditation standards, though the curriculum is subject to change based on accreditation standards as warranted. All coursework will be newly developed for the program. TROY's Graduate School limits transfer credits to 12 semester hours. Each course for transfer credit must be evaluated and approved by the department, dean of the college, and dean of the graduate school. It is unlikely that the transfer of doctoral level chiropractic courses would be permitted but would be addressed on a case-by-case basis.

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	223
Credit hours in program electives/concentrations/tracks	0
Credit hours in free electives	0
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	223

Work-Based Learning: In keeping with accreditation standards, students must complete a minimum of 1,000 instructional hours in a patient-care setting. The program must include a health care quality management system that measures the structure, process, and outcomes of care and uses these data to improve the quality of patient care and inform curricular improvements and student learning.

Industry Need: The proposed program is designed to prepare graduates for employment as Chiropractors (SOC 29-1011), as classified within the Standard Occupational Code (SOC) system, which requires professional licensure in the State of Alabama and most other states. The US Bureau of Labor Statistics (BLS) job outlook predicts a ten percent growth in employment for chiropractors, much faster than the average for all occupations. In Alabama, employment for Doctor of Chiropractic occupations is expected to grow by 20.2 percent over the next decade, outpacing the 4.3 percent growth rate across all occupations. Regionally, related fields are projected to grow by 21.1 percent, surpassing the 7.8 percent growth rate across all occupations. According to an IBIS World report, counties within Alabama with the largest share of employment for chiropractors include Jefferson (21.2%), Madison (16.7%), and Mobile (8.4%).

TROY's proposal includes letters of support from the following industry leaders and regulators attesting to the need for chiropractors in the Wiregrass region and to the potential for positive economic development outcomes from the program:

- Alabama State Board of Chiropractic Examiners
- Alabama State Chiropractic Association
- Dothan Area Chamber of Commerce
- Houston County Commission

Student Demand: TROY engaged the market research firm Hanover Research to conduct an academic program assessment in February 2025. The market analysis noted that student and labor demand indicators strongly support the viability of a new Doctor of Chiropractic program in Alabama. Between 2019 and 2023, regional and national degree conferrals in this field grew by 4.1 percent and 0.9 percent annually, respectively, while no institutions (public or private) in Alabama offer a chiropractic degree program. The nearest institution offering a DC program is Life University in Marietta, Georgia, which graduates approximately 400 students per year. These trends suggest a potential demand for chiropractic training in Alabama and in the Florida Panhandle, which TROY's Dothan campus could serve.

Resources:

Personnel: The proposed DC program will require substantial investments in new faculty and other personnel to ensure program quality. TROY plans to hire 11 new full-time faculty members and 4 part-time faculty members to support this program at a cost of \$10,318,000 over the first seven years of implementation. In addition, TROY will hire one full-time administrator at a cost of \$375,000 over the first seven years.

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty		
	Part-Time Faculty		
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	11	
	Part-Time Faculty	4	
	Administration	1	
	Support Staff		

Assistantships: No assistantships will be offered for this program.

Equipment: TROY estimates that \$1,000,000 will be spent on equipment and supplies to support the program, including the following: digital x-ray machines, Anatomage Tables (3-D computerized cadavers), palpation adjustment trainer (PAT) mannequins, electronic health record software (Chirotouch, etc.), multiple computers (iPads, laptops, etc.), examination/treatment tables, traction unit tables, handheld "activator" adjustment tools, ultrasound machines, transcutaneous electrical nerve stimulation (TENS) units, heat pack hydrocollators, Colpac chilling units (cold/ice packs), cold lasers, electromyography (EMG) machines, diagnostic thermal imaging machines, and inclinometers.

Facilities: No new facilities will be required for the proposed program. Existing classroom and clinical space on the Dothan Campus will be renovated to increase square footage to accommodate instructional and clinical laboratory training. The estimated cost for facilities upgrades is \$750,000, to be incurred prior to enrolling students in the program.

Library: To support its existing programs in the Health Sciences, the Troy University Library subscribes to a variety of top-tier medical, scientific, and healthcare journals and databases. The library also already provides access to collections that are important for the development of this program, including *Annals of Vertebral Subluxation Research* (2021 to present/McCoy Press via CINAHL), *Asia-Pacific Chiropractic Journal* (2024 to present via CINAHL), *Chiropractic History* (2004 to present/Association for the History of Chiropractic via CINAHL), *Chiropractic Journal of Australia* (2008 to present/Chiropractors Association of Australia via CINAHL), *Journal of Clinical Chiropractic Pediatrics* (2014 to present/International Chiropractors Association via CINAHL), *Journal of the International Academy of Neuromusculoskeletal Medicine* (2020 to present via CINAHL), *Journal of Pediatric Maternal and Family Health-Chiropractic* (2023 to present/McCoy Press via CINAHL), and *Nutritional Perspectives* (2004 to present/ACA Council on Nutrition via CINAHL). Additional resources unique to chiropractic care (e.g., *Index to Chiropractic Literature*, *OSTEMED -DR*, etc.) will be purchased to support faculty and student needs. Books and additional subscriptions will be added, including *Journal of Manipulative and Physiological Therapeutics* and the *Journal of Chiropractic Medicine*. The proposed library expenditures to support this program total \$40,000 over seven years.

Accreditation: TROY has included \$50,000 in its budget to cover expenses associated with accreditation through the Council on Chiropractic Education.

Program Budget: TROY projects that the proposed program will require a total of \$12,533,200 in new expenditures, most of which will go toward supporting new personnel as described above. The Alabama Legislature appropriated \$475,000 in one-time supplemental funding for FY2025 to defray some of the costs for health training equipment for the program. Additionally, the program will require \$1,674,600 in internal reallocations prior to implementation through Year 1. TROY has pledged that it is prepared to

support program start-up costs prior to enrolling students. The program is expected to enroll 30 students per year beginning in AY 2027-28, and tuition revenue is estimated at \$3,382,500 per year once the program reaches full capacity. Over the first seven years, the program is expected to generate \$20,476,500 in tuition revenue. ACHE has recommended that TROY submit a revised Program Summary/Business in September 2029 that reflects the actual start-up costs and initial tuition revenues generated by the program.

Attachment 3

Troy University
Doctor of Chiropractic in Chiropractic Curriculum

Course Number	Course Title	Credit Hours	New? (Y)	WBL? (Y)
Program Courses				
Semester 1 – Year 1				
CFS 5111	Clinically Oriented Anatomy and Physiology 1	7	Y	
CFS 5122	Clinically Oriented Biochemistry 1	5	Y	
CFS 5133	Neuroanatomy and Development	4	Y	
CFS 5144	Cellular Physiology and Histology	3	Y	
TPC 7155	Evidence Based Chiropractic Practice 1	4	Y	
CCE 7166	Clinical Observation 1	1	Y	
	Total	24		
Semester 2 – Year 1				
CFS 5211	Clinically Oriented Anatomy and Physiology 2	7	Y	
CFS 5222	Clinically Oriented Biochemistry 2	5	Y	
CCS 5233	Pathology 1	5	Y	
CFS 5244	Microbiology	3	Y	
TPC 5200	Chiropractic Methods 1 Palpation	2	Y	
TPC 5211	Evidence Based Chiropractic Practice 2	2	Y	
CCE 5200	Clinical Observation 2	1	Y	
	Total	25		
Semester 3 – Year 1				
CFS 5311	Clinically Oriented Anatomy and Physiology 3	7	Y	
CFS 5333	Pathology 2	5	Y	
CFS 5344	Endocrinology and Reproduction	3	Y	
CFS 5355	Hematology and Immunology	3	Y	
TPC 5300	Chiropractic Methods 2 Somatic Dysfunction	2	Y	
TPC 5311	Evidence Based Chiropractic Practice 3	2	Y	
CCE 5300	Clinical Observation 3	1	Y	
	Total	23		
Semester 4 – Year 2				
CFS 6400	Foundational Science Review	5	Y	
CCS 6411	Physical Diagnosis and Functional Assessment 1	10	Y	
TPC 6411	Public Health and Epidemiology	5	Y	
TPC 6400	Chiropractic Methods 3 Cervical and Thoracic	5	Y	
CCE 6400	Clinical Observation 4	1	Y	
	Total	26		
Semester 5 – Year 2				
CCS 6511	Physical Diagnosis and Functional Assessment 2	10	Y	
CCS 6522	Diagnostic Imaging 1	3	Y	
CCS 6533	Toxicology and Pharmacology	3	Y	
CCS 6544	Special Populations 1	3	Y	
TPC 6500	Chiropractic Methods 4 Lumbar and Pelvic	5	Y	
CCE 6500	Clinical Observation 5	1	Y	
	Total	25		

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Semester 6 – Year 2				
CCS 6511	Radiological Physics and Positioning	3	Y	
CCS 6622	Diagnostic Imaging 2	3	Y	
CCS 6633	Emergency Procedures	2	Y	
CCS 6644	Special Populations 2	3	Y	
TPC 6600	Chiropractic Methods 5 Extremity and Soft Tissues	3	Y	
TPC 6611	Active and Passive Therapeutics 1	3	Y	
TPC 6622	Clinical Nutrition 1	5	Y	
CCE 6600	Clinical Observation 6	2	Y	
	Total	24		
Semester 7 – Year 3				
CCS 7722	Diagnostic Imaging 3	3	Y	
CCS 7700	Clinical Psychology	3	Y	
TPC 7700	Chiropractic Methods 5 Techniques Principles	3	Y	
TPC 7711	Active and Passive Therapeutics 2	4	Y	
TPC 7722	Clinical Nutrition 2	3	Y	
CCE 7711	Diagnostic Review	3	Y	
CCE 7755	Business Principles 1	4	Y	
CCE 7700	Chiropractic Clerkship 1 Student Clinic	4	Y	Y
	Total	27		
Semester 8 – Year 3				
CCE 7811	Case Review 1	3	Y	
CCE 7822	Diagnostic Imaging 4	3	Y	
CCE 7855	Business Principles 2	3	Y	
CCE 7800	Chiropractic Clerkship 2	6	Y	Y
	Total	15		
Semester 9 – Year 3				
CCE 7911	Case Review 2	3	Y	
CCE 7922	Health Care Teams – Interprofessional Collaboration Care	3	Y	
CCE 7955	Business Principles 3	3	Y	
CCE 7900	Chiropractic Clerkship 3	7	Y	Y
	Total	16		
Semester 10 – Year 4				
CCE 8011	Case Review 3	3	Y	
CCE 8022	Leadership	5	Y	
CCE 8055	Business Principles 4	3	Y	
CCE 8000	Chiropractic Clerkship 4	7	Y	Y
	Total	18		
*Total Credit Hours Required for Completion		223		

DECISION ITEM: G-4a

The University of Alabama, Master of Science in Artificial Intelligence (CIP 11.0102)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Artificial Intelligence.

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

Implementation Date: The proposed program will be implemented in Fall 2026. Based on Commission policy, the proposed program must be implemented by September 1, 2028, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2027-28 will be at least 4.7, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, also including data on related employment and/or pursuit of doctoral study.

The University of Alabama (UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2033.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed MS in Artificial Intelligence will enhance the research capacity of the Alabama Center for the Advancement of Artificial Intelligence (ALA-AI), provide an additional feeder into the existing Computer Science PhD program, and contribute to the state's economic and workforce development efforts, as attested by industry letters of support.
2. This program will build on UA's existing faculty expertise in computer science and artificial intelligence and will require only modest new funds to support additional faculty.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of Alabama proposal dated June 12, 2025. 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.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: The University of Alabama								
PROGRAM: Master of Science in Artificial Intelligence (CIP 11.0102)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$195,000	\$410,000	\$420,250	\$430,756	\$441,525	\$452,563	\$463,877	\$2,813,971
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$195,000	\$410,000	\$420,250	\$430,756	\$441,525	\$452,563	\$463,877	\$2,813,971
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTERNAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$239,760	\$719,280	\$719,280	\$1,198,800	\$1,438,560	\$1,438,560	\$1,438,560	\$7,192,800
TOTAL	\$239,760	\$719,280	\$719,280	\$1,198,800	\$1,438,560	\$1,438,560	\$1,438,560	\$7,192,800
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	30	30	50	60	60	60	48
PART-TIME HEADCOUNT		0	0	0	0	0	0	0
TOTAL HEADCOUNT		30	30	50	60	60	60	48
NEW ENROLLMENT HEADCOUNT		20	30	40	40	40	40	35
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	10	20	30	40	40	40	30

Attachment 2

Summary of Background Information

The University of Alabama
Master of Science in Artificial Intelligence

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

Program Description: The proposed MS in Artificial Intelligence is designed to enhance the research capacity of the Alabama Center for the Advancement of Artificial Intelligence (ALA-AI) and contribute to economic and workforce development across the state, where AI is transforming business and industry. The program will provide students with advanced skills and knowledge to engage in cutting-edge AI research and industry applications and will help prepare students to pursue doctoral study in Computer Science, providing an important feeder into UA's PhD program. A key objective of the program is to address the growing demand for AI-literate professionals, positioning Alabama as a hub for AI talent, and attracting both new and expanding companies to the region.

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

1. Identify the core AI concepts of machine learning.
2. Implement AI models that are developed.
3. Critically evaluate AI models and algorithms.
4. Apply AI techniques to solve complex real-world problems.
5. Promote responsible AI use in professional and societal contexts.
6. Efficiently process and analyze large datasets.

Administration: The program will be administered by the College of Engineering, Dr. Clifford Henderson, Dean; and the Department of Computer Science, Dr. Shahram Rahimi, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Four responses were received, all expressing support for the program and indicating that it will help support a talented AI ecosystem across the state.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: Auburn University and the University of Alabama at Birmingham both offer an MS at CIP 11.0102. Auburn's degree in Artificial Intelligence Engineering has similar curriculum to the proposed MS but has slightly different areas of focus and no thesis option. UAB's degree in Artificial Intelligence for Medicine focuses primarily on applications within medical contexts. Peer reviewers noted that the proposed program will complement existing offerings.

Relationship to Existing Coursework: The MS in Artificial Intelligence will share courses and/or resources with the following existing programs that are administered through the Department of Computer Science: BS, MS, and PhD in Computer Science (CIP 11.0101); and BS in Data Science (CIP 30.7001).

Collaboration: Students in the proposed program will be able to collaborate with the ALA-AI Center and engage with experts not only in computer science but also across a diverse range of disciplines, including physics, healthcare, community science, biosciences, statistics, and more.

Specialized Accreditation and Professional Licensure: UA's related BS in Computer Science (CIP 11.0101) maintains programmatic accreditation through the Accreditation Board for Engineering and Technology (ABET) Commission on Computing. Specialized accreditation is not available for programs in AI. No professional licensure or certification is required for graduates to gain entry-level employment.

Admissions: Applicants must have completed an undergraduate degree in Computer Science or a STEM field; or have equivalent industry experience. Students must demonstrate competency in algorithms prior to admission via coursework or equivalent experience.

Mode of Delivery: The program will be delivered exclusively in-person on campus. Program requirements cannot be completed through competency-based assessment.

Curriculum: The program's curriculum will combine foundational courses in AI, machine learning, and computational foundations with elective courses that allow for specialization. UA has developed four new courses for the program: CS 566: Mathematics for AI, CS 523: Python for Big Data, CS 563: Computer Vision, and CS 683: Large Language Models.

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	12
Credit hours in program electives	12-18
Credit hours in free electives	0
Credit hours in required research/thesis	0-6
Total Credit Hours Required for Completion	30

The proposed MS will support the growth of the Computer Science PhD program and the expansion of UA's research footprint in the field of AI. The degree is specifically tailored for students with a background in computer science or a related STEM field. The program will offer two pathways: a thesis/research option and a course-only option. Students choosing the thesis/research option will benefit from close collaboration with ALA-AI faculty and researchers across various disciplines, including healthcare, bioscience, physics, and statistics. The thesis/research track will offer students the opportunity to engage in AI-focused research projects, and the interdisciplinary approach will foster a vibrant research community aimed at addressing contemporary AI challenges and driving innovation.

Industry Need: Graduates will be prepared for employment in the following occupations: Computer and Information Research Scientists (SOC 15-1221); Data Scientists (SOC 15-2051); and Computer and Information Systems Managers (SOC 11-3021, included on the 2024-25 Alabama Demand Occupations List). Almost all industries can take advantage of the benefits of AI to optimize the resources utilized, streamline operations, and gain insights into industry trends. Manufacturing can be made more efficient, as AI can automate repetitive office tasks to allow employees to focus on other aspects of their work, and data can be used by organizations to aid in decision making. The AlabamaWorks! website displays over 1,000 jobs that list artificial intelligence in the job description. Not all of those jobs require an expert in AI but instead require knowledge of how to use AI. However, many of the jobs listed do require a trained expert in AI, such as Software Engineer - AI Formulations, Data Scientist, Modeling and Simulation Systems Engineer, and Senior AI/ML Engineer. The median salary for these jobs is in the six-figure range. LinkedIn has reported a 74% annual increase in job listings for AI specialists, such as data scientists, machine learning engineers and AI researchers. The healthcare sector is expected to see an increase of almost 1 million jobs due to advancements in AI, and AI-driven positions in manufacturing, such as robotics, will be in demand as well. According to Veritone, in April 2024, the U.S. Bureau of Labor Statistics observed a 32% increase in AI jobs year-over-year. An MS in AI at UA will help to fill the skills gap to align with the evolving job market.

In the recent statewide economic growth plan, "CatALyst," the Alabama Department of Commerce and the Economic Development Partnership of Alabama (EDPA) have identified AI/Machine Learning as target areas for economic development within the growing technology sector. UA's program proposal included letters of support from Alabama-based companies Mercedes-Benz US International and IERUS Technologies attesting to the need for more AI professionals.

Student Demand: UA distributed a Qualtrics survey to existing BS students in the computer science department to determine interest in an MS program in AI. Of the 119 respondents, 84% indicated interest

in pursuing the degree. A similar survey was distributed among existing graduate students in the MS and PhD programs in CS, and 95% indicated interest in the MS in AI. In Spring 2025, UA offered 13 graduate-level courses, five of which were AI courses. During spring registration every AI course quickly filled to capacity with students added to waiting lists. Of the 93 seats available in the AI courses, 71% were filled by MS students, with the remaining seats filled by PhD students. In that semester, MS students were enrolled in 1.5 AI courses on average.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	6	
	Part-Time Faculty		
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	4	
	Part-Time Faculty		
	Administration		
	Support Staff		

UA currently has six full-time departmental faculty who teach the courses needed for the proposed MS in AI. UA will hire an additional two tenure-track faculty positions in the area of AI for this program to teach classes and serve as advisors to students involved in research projects/theses, and an additional two non-tenure-track teaching faculty. Once the proposed MS begins, the department will offer four new courses and will have the capacity to offer more sections of the existing AI courses to meet demand. The proposed increase in faculty will allow UA to provide AI courses to all of the students in the Computer Science Department and offer at least one section of the required AI program courses every semester, as well as all of the AI elective courses once a year or more.

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

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

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

Library: UA Libraries provides access to scholarly databases and collections that support student learning and research for its existing master's-level and PhD-level offerings in Computer Science. These web-based collections are available 24/7 to students on and off campus. Of the 685 databases available, 38 include literature relevant to Artificial Intelligence and associated topics of importance within this field. Three particularly significant databases/discovery platforms offered by University Libraries include ACM Digital Library, Engineering Village, and IEEE Xplore. In addition, the University Libraries holds subscriptions to the following relevant journals: *IEEE Transactions on Pattern Analysis and Machine Intelligence*, *Expert Systems with Applications*, *Journal of Machine Learning Research*, *IEEE Transactions on Fuzzy Systems*, *Journal of the Association for Computing Machinery*, *AI Open*, *International Journal of Computer Vision*, and *International Journal of Information Management*.

Program Budget: The proposal projects that \$2,813,971 in new funds will be required over the first seven years to support four new faculty hires. Over the same period, the program is expected to generate \$7,192,800 in tuition.

Attachment 3

The University of Alabama
MS in Artificial Intelligence

Course Number and Title	Number of Credit Hours	* If New Course
Program Core Courses	12	
CS 565 Artificial Intelligence	3	
CS 566 Mathematics for AI	3	*
CS 523 Python for Big Data	3	*
CS 583 Computational Foundations of Machine Learning	3	
Program Electives (select 4-6 courses)	12-18	
CS 551 Data Science	3	
CS 560 Introduction to Autonomous Robots	3	
CS 561 Brain Computer Interface (BCI)	3	
CS 563 Computer Vision	3	*
CS 581 High Performance Computing	3	
CS 584 Reinforcement Learning	3	
CS 651 Deep Generative Modeling	3	
CS 665 Intelligent Robotics	3	
CS 683 Large Language Models	3	*
CS 598 Non-Thesis Research	3	
Thesis/Research (select 0-6 courses)	0-6	
CS 599 Thesis Research	6	
Total Hours for MS Degree	30	

DECISION ITEM: G-4b

The University of Alabama, Master of Science in Translational Science and Medicine (CIP 51.1402)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Translational Science and Medicine.

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

Implementation Date: The proposed program will be implemented in Fall 2026. Based on Commission policy, the proposed program must be implemented by September 1, 2028, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2027-28 will be at least 4.7, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, also including data on related employment and/or pursuit of doctoral study.

The University of Alabama (UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2033.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed MS will build on existing coursework developed for the Advanced Drug Discovery concentration within the PhD in Interdisciplinary Studies (CIP 30.0000) and will prepare graduates for employment as Medical Scientists (listed as a Regional In-Demand Occupation) within the biomedical or pharmaceutical industries or for doctoral study in medicine or biomedical sciences.
2. The proposal includes three letters of support from the following industry leaders attesting to the need for graduates in Translational Science: Merck, Spyre Therapeutics, and Astraera Therapeutics, LLC.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. The University of Alabama proposal dated April 8, 2025. 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.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: The University of Alabama								
PROGRAM: Master of Science in Translational Science and Medicine (CIP 51.1402)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$81,813	\$84,267	\$86,795	\$89,399	\$92,081	\$94,843	\$97,689	\$626,887
STAFF	\$64,944	\$66,892	\$68,899	\$70,966	\$73,095	\$75,288	\$77,547	\$497,631
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$3,000	\$1,000	\$1,050	\$1,103	\$1,158	\$1,216	\$1,276	\$9,803
ASSISTANTSHIPS	\$0	\$71,712	\$72,979	\$74,284	\$75,629	\$77,013	\$78,440	\$450,057
OTHER	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$210,000
TOTAL	\$179,757	\$253,871	\$259,723	\$265,752	\$271,963	\$278,360	\$284,952	\$1,794,378
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$181,000	\$292,000	\$292,000	\$292,000	\$292,000	\$292,000	\$292,000	\$1,933,000
TOTAL	\$181,000	\$292,000	\$292,000	\$292,000	\$292,000	\$292,000	\$292,000	\$1,933,000
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	20	20	20	20	20	20	20
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	20	20	20	20	20	20	20
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	10	10	10	10	10	10	10
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	10	10	10	10	10	10

Attachment 2

Summary of Background Information

The University of Alabama
Master of Science in Translational Science and Medicine

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

Program Description: The MS in Translational Science and Medicine (TSM) is designed to prepare graduates for careers as medical scientists. The program will adhere to the National Science Foundation's call for convergence across disciplines to solve problems and do so in ways that bridge the theory/practice gap as quickly as possible using a translational science framework, with a focus on pre-clinical translational medicine. The degree will also develop critical thinking, leadership, and entrepreneurial skill sets. It will be the first standalone graduate program in Translational Science and Medicine in Alabama and will position graduates for employment in biomedical or pharmaceutical industries or for doctoral study in related fields.

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

1. Utilize appropriate laboratory techniques to advance their understanding of translational medical research.
2. Design a scientific research project demonstrating competency in translational science and medicine and advancing knowledge in a selected area.
3. Critically appraise research literature for its relevance and reliability when conducting scholarly research.
4. Apply appropriate statistical testing to experimental data.
5. Effectively communicate their research findings through written reports and presentations.

Administration: The program will be administered by the College of Community Health Sciences, Dr. Richard Friend, Dean; and the Department of Translational Science and Medicine, Dr. Ravi Kumar, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Two responses were received, expressing strong support for the program.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: No standalone degree programs in Translational Science are offered in Alabama. The following Alabama institutions offer related graduate programs that may open opportunities for partnerships:

- Auburn University, MS and PhD in Biomedical Sciences (CIP 26.0102); MS and PhD in Pharmaceutical Sciences (CIP 51.2003)
- University of Alabama at Birmingham, Graduate Certificate in Translational and Molecular Sciences (CIP 26.0101); PhD in Biochemistry and Molecular Genetics (CIP 26.0205); PhD in Pharmacology and Toxicology (CIP 26.1007); MS in Medical Laboratory Science (51.1005)

Within the broader SREB region, several institutions offer comparable master's programs, including University of Texas Health San Antonio (MS in Clinical Investigation and Translational Science, CIP 51.1401); University of Arkansas for Medical Sciences (MS in Clinical and Translational Sciences, CIP 51.1401), Augusta University (MS in Clinical and Translational Science, CIP 51.1401), and the University of Miami (MS in Clinical and Translational Investigation, CIP 51.1401).

Relationship to Existing Coursework: UA currently offers a PhD in Interdisciplinary Studies (CIP 30.0000) with a concentration in Advanced Drug Delivery. The proposed MS program will share some of

the coursework developed for that concentration. Additional coursework will be shared with graduate offerings in Population Health, Biological Sciences, Chemical and Biological Engineering, and Management.

Collaboration: Program faculty have been actively cultivating industry relationships, as evidenced by letters of support from biomedical and pharmaceutical industry leaders. Additionally, UA is working to establish partnerships with Alabama-based institutions such as Southern Research, further enhancing their network and potential for impactful collaborations. Students in the program will also benefit from collaborations with the UA Center for Convergent Bioscience and Medicine, which brings together faculty from the Colleges of Community Health Sciences, Arts & Sciences, Engineering, and Business to foster ongoing collaborations that will significantly benefit the proposed program.

Specialized Accreditation and Professional Licensure: Specialized accreditation is not available for the proposed program.

Admissions: The proposal does not list any additional requirements for admission beyond what is required for admission to the UA Graduate School. It is assumed that applicants will need to demonstrate sufficient achievement in related undergraduate coursework with laboratory components, such as in Biology and Chemistry.

Mode of Delivery: The program will primarily be delivered in a traditional in-person format at UA's main campus in Tuscaloosa. Lectures by industry and regulatory experts may be offered via Zoom when in-person attendance is not feasible. No program requirements will be completed through competency-based assessments.

Curriculum: The program will require the completion of 30 credit hours over two years, with Year 1 concentrating on core courses and mentored research, and Year 2 focusing on further research, a capstone or thesis, and electives. Up to 12 credit hours can be transferred or counted from prior graduate study, contingent on department and graduate school approval.

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	9
Credit hours in program electives/concentrations/tracks	9-12
Credit hours in free electives	6
Credit hours in required research/thesis	3-6
Total Credit Hours Required for Completion	30

Students will choose from two tracks:

- Plan I (Thesis) – Traditional track in which students will be required to perform independent research and submit a formal thesis formatted to university guidelines and give a public defense of the thesis.
- Plan II (Non-Thesis) – This track will also require independent research and the completion of a Capstone Experience Research Report, as well as a formal defense of the research.

Students will develop a strong foundation in clinical and translational sciences through coursework in biostatistics, epidemiology, data management, clinical research methodology, clinical trial design, drug development, responsible research, conduct, grant writing, and scientific communications.

Work-Based Learning: The MS in TSM will offer a range of hands-on learning opportunities to enhance student experience and career readiness. Students will have opportunities to engage in research internships at institutions or pharmaceutical companies, gain practical lab experience, collaborate with industry partners on capstone projects that address real-world research problems, and participate in faculty-led research. Students will also have opportunities to observe medical professionals through clinical shadowing, present their research at professional conferences to engage with the scientific

community, and gain practical experience through fieldwork assignments in community health or clinical settings. The program has already garnered letters of support from various industries, indicating potential opportunities for collaboration and placement through these companies and others.

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

- Medical Scientists, Except Epidemiologists (SOC 19-1042)- Conduct research dealing with the understanding of human diseases and the improvement of human health. Engage in clinical investigation, research and development, or other related activities.
- Biochemists and Biophysicists (SOC 19-1021)- Study the chemical composition or physical principles of living cells and organisms, their electrical and mechanical energy, and related phenomena. May conduct research to understand the complex chemical combinations and reactions involved in metabolism, reproduction, growth, and heredity. May determine the effects of foods, drugs, serums, hormones, and other substances on tissues and vital processes of living organisms.

According to the Alabama Regional Lists of In-Demand Occupations, medical scientists are in high demand in Regions 1 and 4, with an average of 15 and 40 openings annually, respectively. This program aims to equip the state of Alabama with graduates who are well prepared for roles as medical scientists, addressing the growing need for advanced-level research and therapeutic development for immuno-inflammatory diseases, while also capitalizing on entrepreneurial opportunities in the healthcare industry. According to the U.S. Bureau of Labor Statistics (BLS), employment for medical scientists is projected to grow by 11% from 2023 to 2033, driven by advancements in healthcare, biotechnology, and medical research. The median annual wage for medical scientists is approximately \$100,890, with career opportunities available in pharmaceuticals, government agencies, and academic institutions. Biochemists and biophysicists are expected to see a growth rate of 9%, earning a median salary of \$107,460, with increasing demand in research, biotechnology, and environmental science. ACGD peer reviewers noted that the program would help fill industry need in the state. In addition, the proposal included three letters of support from the following industry leaders attesting to the need for skilled professionals in the biomedical and pharmaceutical sectors:

- Astraera Therapeutics, LLC
- Merck
- Spyre Therapeutics

Student Demand: Without advertisement, and prior to the formation of UA's Department of Translational Science and Medicine, the proposed program faculty received over 100 undergraduate student requests to engage in translational science in the past three years from students involved in Randall Scholars and Emerging Scholars with backgrounds in Chemistry, Biological Sciences, Engineering, and Nursing. In addition, international students have reached out asking to send students over the summers to participate in research in drug delivery and translational medicine.

The program may also be utilized as a "gap experience" between a student's undergraduate degree and entry into medical school, to enhance biomedical knowledge and gain research and publication experience. To assess student demand in this pathway, focus groups were conducted for two cohorts (2023-2024 and 2024-2025) of Rural Medical Scholars and Rural Dental Scholars enrolled in the MS in Rural Community Health program and who were accepted into the UAB Schools of Medicine and Dentistry, respectively (N = 28). Eighteen students (64%) completed undergraduate medically oriented degrees in Biomedical Sciences, Nutrition, Health-Care Management, Neuroscience, and Chemical Engineering with a Biomedical focus. 24 students (86%) stated that if they had not been accepted into the Rural Medical/Dental Scholars Programs, then they would "strongly consider" applying for the proposed program as a route into medical school. Fourteen students (50%) indicated that they would "consider" or "strongly consider" applying to the program as a pathway to a career in industry as a medical scientist, or to pursue a PhD, if medical school or dental school was not an option.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	4	
	Part-Time Faculty		
	Administration		
	Support Staff	1	
New to be Hired	Full-Time Faculty	.5	
	Part-Time Faculty		
	Administration	1	
	Support Staff		

The Department of TSM has four full-time faculty members, who have extensive research expertise, knowledge of their field, and publications in top-tier journals. In addition, they are in the process of recruiting a Department Chair (Administration) and seeking funding to recruit an Assistant Professor, whose primary affiliation will be with the Center for Convergent Bioscience and Medicine but will also teach within the proposed MS degree program. Since the faculty line is to be shared with the Center, the business plan includes funding for only .5 FTE at a cost of \$626,887 over seven years. The addition of the administrative position is budgeted at \$497,631 over seven years. The addition of an administrator and new tenure-track faculty member will ensure program growth with additional support for course coverage, thesis advisors, and the ability of faculty to grow their already high research and grant portfolios.

Assistantships: The program will offer two assistantships, with a projected budget of \$450,057 over the first seven years.

Equipment: No specialized equipment costs will be required for the program, as sufficient lab equipment has already been put in place.

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

Library: The University of Alabama Libraries has collections sufficient for the development and maintenance of the proposed master's program, given the related doctoral concentration in Advanced Drug Discovery that is already in place. Most published research that appears in scientific journals can be accessed through the library's online databases, and faculty and students can request books or other materials through Interlibrary loan (ILL), which provides free access to materials needed for coursework and research not available in the UA Libraries. Nonetheless, the current collection does not have any foundational textbooks in Translational Science. The academic librarian will work with the program to acquire approximately 10 to 15 textbooks in the first year and work to keep this collection current. UA has budgeted \$9,803 over the first seven years to enhance the collection.

Other: The proposal includes annual costs of \$30,000 to recruit for the new faculty and administrative positions, as well as any lab start-up costs that may be required, for a total of \$210,000 over seven years.

Program Budget: The proposal projects that \$1,794,378 in new funds will be required to support the program over the first seven years. Over the same period, the program is expected to generate \$1,933,000 in tuition revenue.

Attachment 3

The University of Alabama
MS in Translational Science and Medicine

Course Number and Title	Number of Credit Hours	* If New Course
Program Core Courses	9	
TSM 501 Foundations for Biomedicine and Translational Science	6	
POPH 522 Biostatistics	3	
Program Electives: <i>Plan I- select minimum of 6 TSM credit hours, 3 MGT credit hours, and 6 free elective credit hours.</i> <i>Plan II- select minimum of 9 TSM credit hours, 3 MGT credit hours, and 6 free elective credit hours.</i>	15-18	
TSM 661 Imaginary Logic to Advanced Drug Delivery	1	
TSM 662 Formulations Science Lab	3	
TSM 663 Formulations Testing Lab	3	
TSM 664 Bioanalysis in Drug Delivery Lab I	3	
TSM 665 Bioanalysis in Drug Delivery Lab II	3	
MGT 512 Management Presentations	3	
MGT 517 Leadership and Ethics	3	
MGT 537 Strategic Human Resources Management	3	
MGT 582 New Venture Development	3	
BSC 530 Introduction to Pharmacology	3	
BSC 535 Immunology	4	
BSC 558 Drug Discovery Laboratory	3	
CHE 518 Tissue Engineering	3	
Research/Thesis	3-6	
TSM 599 Thesis Research (Plan I only)	6	*
TSM 598 Thesis Research (Plan II only)	3	
Total Hours for MS Degree	30	

DECISION ITEM: G-5a

University of Alabama at Birmingham, Master of Science in
Higher Education Intercollegiate Athletics Administration
(CIP 13.0499)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Higher Education Intercollegiate Athletics Administration.

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

Implementation Date: The proposed program will be implemented in Spring 2026. Based on Commission policy, the proposed program must be implemented by January 1, 2028, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2026-27 will be at least 4.7, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2031-32 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, including also data on related employment or pursuit of doctoral study.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2032.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed MS is designed to meet the industry need for professionals focused specifically on athletic administration at the college and/or university level. No comparable programs exist within Alabama, though similar offerings in Oklahoma and South Carolina have been successful.
2. The program will build upon existing faculty and resources in the School of Education and Human Sciences and will not require new resources to implement until Year 4 (AY 2028-29) once the program has established a record of new enrollments.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama at Birmingham proposal, dated June 12, 2025m with supplementary information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Alabama at Birmingham								
PROGRAM: Master of Science in Higher Education Intercollegiate Athletics Administration (CIP 13.0499)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$0	\$0	\$0	\$92,120	\$94,883	\$97,729	\$100,660	\$385,392
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$92,120	\$94,883	\$97,729	\$100,660	\$385,392
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTERNAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$0	\$31,680	\$69,120	\$105,120	\$125,280	\$142,560	\$154,080	\$627,840
TOTAL	\$0	\$31,680	\$69,120	\$105,120	\$125,280	\$142,560	\$154,080	\$627,840
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	2	4	5	7	9	11	6.3
PART-TIME HEADCOUNT		8	18	29	33	36	37	26.8
TOTAL HEADCOUNT		10	22	34	40	45	48	33.2
NEW ENROLLMENT HEADCOUNT		10	12	14	16	18	18	14.7
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	0	2	10	11	13	14	10

Attachment 2

Summary of Background Information

University of Alabama at Birmingham
Master of Science in Higher Education Intercollegiate Athletics Administration

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

Program Description: The proposed MS in Higher Education Intercollegiate Athletics Administration (HEIAA) is designed for future college and/or university athletic administrators from all disciplines to enhance their understanding of intercollegiate athletics and the role of sport in higher education. The program will provide an in-depth examination of the historical path and significance of intercollegiate athletics within the context of higher education while also preparing students with the essential administrative skills to manage college and/or university sports. Students will engage in a rigorous curriculum that focuses on higher education policy, governance, and risk management; the theory of college student development; the principles of athletic performance; the social aspects and challenges of intercollegiate athletics, and related research within the field.

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

1. Demonstrate an expert knowledge of the strategies and skills of sport management.
2. Apply knowledge related to the policy and governance of intercollegiate athletics, ethical decision making in higher education intercollegiate athletic administration, and support of student athlete development.
3. Apply theoretical and practical knowledge of the physiological and administrative aspects of designing and supervising strength and conditioning programs for athletic populations.
4. Apply principles of sport psychology and social dynamics to effectively enhance athletic performance and team cohesion. This includes understanding the psychological factors influencing athlete behavior and performance, and addressing socio-cultural issues such as diversity, inclusion, and ethics in intercollegiate sport.
5. Apply knowledge and skills to be competitive when seeking admission to advanced degree programs.

Administration: The program will be administered by the School of Education and Human Sciences, Dr. Teresa Taber Doughty, Dean; and the Department of Human Studies, Dr. Retta Evans, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Two responses were received with no major objections raised concerning the proposed program.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: In the State of Alabama, there are no programs that focus specifically on athletic administration at the college and/or university level. The following institutions offer graduate programs that focus more broadly on Sport Management:

- Jacksonville State University, MS in Sports Industry (CIP 31.0504)
- Troy University, MS in Sport Management (CIP 31.0504)
- The University of Alabama, MS in Sport Management (CIP 31.0504)
- University of North Alabama, MS in Sport and Recreation Management (CIP 31.0504)
- University of South Alabama, MS in Sport Management (CIP 31.0504)
- University of West Alabama, MS in Sport Management (CIP 31.0504).

In addition, two institutions offer related graduate programs focused on Higher Education Administration:

- The University of Alabama, MA in Higher Education Administration (CIP 13.0406)
- University of West Alabama, MEd in Student Affairs in Higher Education (CIP 13.0406)

Within the SREB region, comparable master's programs are offered at the University of Oklahoma (MEd in Adult and Higher Education: Intercollegiate Athletic Administration, CIP 13.1201) and Clemson University (MS in Athletic Leadership, CIP 31.0504).

Relationship to Existing Coursework: The proposed program utilizes coursework that has been developed for UAB's existing MS in Higher Education Administration (CIP 13.0406) and for the Graduate Certificate in Coaching the Intercollegiate Scholar Athlete (CIP 13.1314), which is offered by Kinesiology faculty. UAB's Department of Human Studies also offers an MS in Kinesiology (CIP 13.1314) and a Graduate Certificate in eSports Organization and Management (CIP 31.0504). UAB also offers several undergraduate programs that may be feeders for the proposed MS in Higher Education Intercollegiate Athletics Administration, including a BS in Kinesiology (CIP 13.1314) with concentrations in Exercise Science, Sports Psychology and Performance, and Exercise Bioenergetics; and a BS in eSports Performance and Coaching (CIP 31.0599).

Collaboration: The program intends to collaborate with UAB Athletics to ensure students complete relevant field experiences. No collaborations with institutions outside UAB are currently planned.

Admissions: Admission Requirements for Domestic Students Applicants must meet the following requirements for admission to the MS in Higher Education Intercollegiate Athletic Administration: undergraduate degree (any major); an official copy of all transcripts; GPA of at least 2.5 on a 4.0 scale; Resume/CV; statement of purpose; three professional recommendations; and an interview. The completion of an undergraduate course related to Anatomy & Physiology is recommended but not required. International applicants must also have an IELTS score (higher or equal to 6.5) / TOEFL score (higher or equal to 80).

Mode of Delivery: Courses will be offered in a variety of formats as designated by each program for their particular course offerings (i.e., in-person, online, and/or hybrid). All courses will use the web-based Learning Management System supported by UAB for course delivery as needed.

Curriculum: Full-time students should complete the program in 4 semesters, and part-time students in 6-8 semesters. No more than 12 semester hours of graduate credit can be transferred to UAB. Once transfer credit has been approved, it will be included in the calculation of the grade point average in the student's current UAB program.

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	30
Credit hours in program electives/concentrations/tracks	0
Credit hours in free electives	0
Credit hours in required research/thesis	3
Total Credit Hours Required for Completion	33

Specialized Accreditation: The proposed program will fall under the guidelines of the SACSCOC accrediting body. UAB will not pursue any other non-required accrediting organizations for the program at this time. There are no professional licensures or industry certifications required for graduates of the proposed program to gain entry-level employment.

Industry Need: Graduates will be prepared for employment in the following occupations: Education Administrators, All Other (SOC 11-9039); Training and Development Managers (SOC 11-3131); and Compliance Managers (SOC 11-9199.02). According to Hanover Research (2024), There is a rising demand for master's degrees in intercollegiate athletic administration, with an annual growth rate of 12.3 percent in Alabama and 10.2 percent in the Southeast region from 2018 to 2022. The labor market also

shows promising trends, with a projected growth of 9.8 percent in the Southeast region for related occupations by 2033. Over the past year [2023], more than 2000 job postings were recorded in the intercollegiate athletic administration-related sector in the Southeast region. The proposal included letters of support from the following industry partners based in Birmingham:

- UAB Athletics
- Gulf South Conference
- Knight Eady, a sports event and marketing firm

Student Demand: Student demand for intercollegiate athletic administration-related master's degrees has increased across all geographic levels over the past five years. Comparable master's programs at the University of Oklahoma and Clemson University have both maintained consistently high enrollments over the last four years, each with a total annual headcount of 70+ students. The labor market research firm Hanover reported that more than 2,000 jobs for intercollegiate athletic administration-related positions were posted in the Southeast region during that time period. Nationally, the student demand for observed programs also exceeded the student demand for all other programs. The Hanover report also noted that from 2018 to 2022, master's degree offerings in the field decreased by 6.9 percent, making this a good time to develop a new master's program.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	6	1
	Part-Time Faculty	5	
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

The Department plans to add one additional full-time faculty member beginning in Year 4 to support the program and related offerings in Human Studies as enrollments grow.

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

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

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

Library: UAB Libraries collections will support the proposed MS through an extensive collection of print monograph and serials, eBook and eJournals, and databases in its various interdisciplinary fields: Kinesiology, Community Health, Higher Education Administration, and Sports Psychology. An average of \$12,765 was spent during the previous three years on monographs related to the program's interdisciplinary fields. A wide range of journal subscriptions are made available through UAB Libraries, which provides access to over 1,000 journals related to Business Management, Finance, Marketing, Health and Human Development, and Media Relations. During the 2023 Budget Year, UAB Libraries spent \$82,000 on standalone related serials. Full text articles, citations, and abstracts are made available through relevant databases, such as SPORTDiscus, AccessPhysiotherapy,

AccessMedicine: Clinical Sports Medicine Collection, PsychINFO, PsychARTICLES, PubMed, CINAHL Plus, Ovid, Scopus, OmniFile (Education full text), and Dissertations and Theses Global.

Program Budget: The proposal projects that \$385,392 in new funds will be required over the first seven years to support one new faculty member. Over the same period, the program is expected to generate \$627,840 in tuition.

Attachment 3

University of Alabama at Birmingham
MS in Higher Education Intercollegiate Athletics Administration

Course Number and Title	Number of Credit Hours	* If New Course
Program Core Courses	30	
HEA 600 Administration of Higher Education	3	
HEA 610 History of Higher Education	3	
HEA 620 Access and Equity in Higher Education	3	
HEA 660 College Student Development	3	
HEA 685 Special Topic OR CHHS 612 Student Health & Well-Being in Higher Education	3	
KIN 635 Principles of Management in Sports	3	
KIN 640 Advanced Techniques in Conditioning the Athlete	3	
KIN 650 Social Aspects of Sports	3	
KIN 656 Advanced Sport Psychology	3	
KIN 690 Seminar in Sports Administration OR KIN 697 Advanced Field Experience in Kinesiology	3	
Research/Thesis	3	
EPR 594 Introduction to Educational Research Design	3	
Total Hours for MS Degree	33	

DECISION ITEM: G-5b

University of Alabama at Birmingham, Master of Science in
Applied Nutrition (CIP 19.0501)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Applied Nutrition.

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

Implementation Date: The proposed program will be implemented in Spring 2026. Based on Commission policy, the proposed program must be implemented by January 1, 2028, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2026-27 will be at least 4.7, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2032-33 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, also including data on related employment.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2032.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The program will prepare graduates for careers as community dietitians and nutritionists.
2. The proposed program will provide an opportunity for those who lack the undergraduate prerequisite requirements for Registered Dietitian Nutritionist (RDN) programs, but who still want to promote nutrition for wellness, health promotion, and disease prevention.
3. The proposal includes four letters of support attesting to the need for the program from the following: Pack Health, Element Health, UAB University Recreation, and Cardio-Pulmonary Rehabilitation, UAB Medicine.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama at Birmingham proposal, dated April 17, 2025, 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.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Alabama at Birmingham								
PROGRAM: Master of Science in Applied Nutrition (CIP 19.0501)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883	\$16,883	\$17,339	\$113,860
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$1,500	\$2,250	\$2,500	\$2,500	\$2,500	\$2,750	\$2,750	\$16,750
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$26,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$86,000
TOTAL	\$42,500	\$27,700	\$28,414	\$28,891	\$29,383	\$29,633	\$30,089	\$216,610
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTERNAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$101,576	\$139,566	\$159,504	\$159,504	\$159,504	\$179,442	\$179,442	\$1,078,538
TOTAL	\$101,576	\$139,566	\$159,504	\$159,504	\$159,504	\$179,442	\$179,442	\$1,078,538
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	5	6	6	6	7	7	6
PART-TIME HEADCOUNT		4	4	4	4	4	4	4
TOTAL HEADCOUNT		9	10	10	10	11	11	10
NEW ENROLLMENT HEADCOUNT		7	8	8	8	9	9	8
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	7	8	8	8	9	9	8

Attachment 2

Summary of Background Information

University of Alabama at Birmingham
Master of Science in Applied Nutrition

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

Program Description: The proposed MS in Applied Nutrition is designed as a practice-based degree that will provide a broad overview of foundational nutrition knowledge to promote nutrition for wellness, health promotion, and disease prevention. Throughout this program, students will work to develop appropriate mastery of competencies and skills to apply evidence-based nutrition recommendations and methods to critically evaluate and apply trends, controversies, and evolutions in the nutrition field that impact individuals and resources for nutrition health. Students will complete an internship experience that facilitates the integration of didactic and experiential learning under the supervision of a qualified preceptor, allowing them to apply classroom knowledge and hands-on skills in real-world scenarios, and demonstrate effective nutrition counseling skills to individuals.

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

1. Differentiate nutrients by their functions and food sources and analyze practical situations to provide nutrition resources to the individual.
2. Evaluate healthy diet concepts using nutrition recommendations designed for the public, like MyPlate, the Dietary Approaches to Stop Hypertension (DASH) diet, and the Mediterranean diet.
3. Demonstrate proficiency in the scope of practice and code of professional conduct for nutrition professionals.
4. Demonstrate effective nutrition counseling skills to individuals through practice sessions and internship experiences.

Administration: The program will be administered by the School of Health Professions, Dr. Andrew J. Butler, Dean; and the Department of Nutrition Sciences, Dr. Barbara A. Gower, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Three responses were received, with several noting that UAB will need to take to distinguish the proposed program from its existing licensure-focused offerings.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following master's programs currently offered in state are intended to prepare graduates for licensure as Registered Dietitian Nutritionists (RDNs).

- Auburn University, MS in Nutrition (CIP 30.1901)
- University of Alabama, MS in Food and Nutrition (CIP 19.0504)
- University of Montevallo, MS in Nutrition (CIP 51.3101)

These programs may include some coursework or experiential activities for health promotion, but the field of nutrition and dietetics and the development of research skills is not the primary focus of the proposed program. UAB's proposed MS will be a practice-based degree that provides a broad overview of foundational nutrition knowledge to promote nutrition health for wellness, health promotion, and disease prevention.

Relationship to Existing Coursework: The MS in Applied Nutrition will be related to the existing UAB offerings in the Department of Nutrition Sciences:

- BS in Biobehavioral Nutrition and Wellness (CIP 30.1901): Students who matriculate from this existing program will be competitive for admission into the proposed graduate degree program.
- MS in Nutrition Sciences (CIP 51.3102), Clinical Track/Dietetic Internship Track and Dietitian Education Program Track: The proposed MS will share course NTR 632 Nutrition Counseling and Education and other resources with this program, including shared internship sites and a web-based software system for tracking internship hours and performance evaluations by preceptors.

UAB's MS in Nutrition Sciences is intended to lead to licensure as a Registered Dietician Nutritionist (RDN). The proposed program will offer a non-license pathway, and it has been to complement, rather than duplicate, RDN training. It supports a broader vision of nutrition practice—one that aligns with national trends toward integrative health, preventive care, and population health improvement. Employers are increasingly seeking professionals who can bridge clinical care and community wellness.

Collaboration: The UAB's School of Health Professions is collaborating with the School of Education and Human Studies (SOE) to allow students to register for select courses in Community Health and Human Services, which will count toward the elective course requirement (3 credit hours). Students will be able to choose from CHHS 602 Mental Health/Stress/Wellbeing or CHHS 608 Substance Abuse Prevention/Education. At this time, UAB does not have plans for program collaboration with other institutions.

Admissions: The degree will require no additional admissions requirements beyond the University of Alabama's admissions process and policies for the master's degree level, thereby supporting students from diverse baccalaureate degree backgrounds.

Mode of Delivery: The proposed program will be delivered in a hybrid format. All didactic coursework, which comprises 80% of the curriculum, will be offered 100% online. The internship, which comprises the remaining 20% of the curriculum, will be delivered in person.

Curriculum: Full-time students should complete the program in three semesters, and part-time students in six semesters. UAB plans to develop four new courses for the program. The Department of Nutrition Sciences will contract with an external entity to co-create (with department faculty) course content for select new program courses.

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	27
Credit hours in program electives/concentrations/tracks	0
Credit hours in free electives	3
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	30

Students will pursue coursework in health behavior change theories, motivational strategies, and foundational nutrition knowledge. In addition, they will complete an internship that integrates their didactic learning with experiential learning in a professional setting that aligns with their career goals, with mentorship and guidance from industry professionals and under the supervision of a qualified preceptor.

The curriculum will emphasize behavioral change strategies, nutrition counseling, and evidence-based dietary guidance—skills that align with the competencies required for nutrition education, community-based nutrition programming, and health coaching. These areas are increasingly recognized as essential components of integrated healthcare and public health efforts.

Specialized Accreditation: No specialized accreditation pertains to the proposed program. UAB's existing MS in Nutrition is accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Professional Licensure/Certification: No professional licensure is required for graduates of the proposed program to gain entry-level employment. Some clinical and non-clinical employers might have additional on-the-job employer-specific training that is required upon employment.

Industry Need: The MS in Applied Nutrition is designed to meet a growing and well-documented need for professionals in community and preventive nutrition—fields that extend beyond the scope of traditional Registered Dietitian Nutritionist (RDN) roles. Graduates will be prepared for employment as Dietitians and Nutritionists (Public Health Nutritionist) (SOC 29-1031). This includes careers such as corporate wellness and employee health initiatives; insurance and healthcare organizations emphasizing preventive care; clinical settings where providers seek to enhance patient communication around nutrition and lifestyle; digital health platforms offering virtual nutrition counseling and education; and fitness and recreation centers focused on lifestyle coaching.

Alabama currently ranks between 45th and 50th in nearly all state metrics for health, wellness, and disease prevention. In a recent CDC study, Alabama was 6th in the nation among states with the most obese individuals. Diet, weight, obesity, and their associated morbidities are key influencers of health and wellness outcomes. Consistently poor rankings and the diminished health status of many people in Alabama have prompted an initiative to re-visit the state health plan and have led to the development of many other state-wide initiatives, such as the UAB Grand Challenge “Healthy Alabama 2030: Live HealthSmart.” In addition, eight of the leading causes of death in Alabama have a nutrition connection and include heart disease, cancer, COVID-19, stroke, chronic lower respiratory diseases, Alzheimer’s disease, diabetes and kidney disease.

The opportunities to improve health in Alabama are leading to an increased workforce demand for employees trained in nutrition to promote health and disease. The United States Department of Labor’s Bureau of Labor Statistics estimates a much faster than average job growth in Alabama for community nutritionists (7% faster than average growth 2022-2032). Thus, there is a growing industry demand for nutrition health and wellness qualifications that graduates of the MS program will be ideally suited.

Student Demand: A Qualtrics student demand survey was conducted during the Spring 2024 term among students enrolled in NTR 222 Nutrition and Health. This course was chosen because it attracts a variety of students from across all schools within the university, particularly majors from the Schools of Health Professions, Education, and Nursing. Eight questions were asked to solicit demographic information, interest in pursuing a graduate degree in Applied Nutrition, and enthusiasm for nutrition emphasis in the curriculum. Of the 292 respondents (89% response rate) across a variety of majors, the greatest prevalence was pre-nursing (52%), Biomedical Sciences (32%), Kinesiology (4%), and Biobehavioral Nutrition and Wellness (4%). Collectively, 56% of respondents reported that they are either somewhat or very interested in pursuing a graduate degree in Applied Nutrition; and 100% reported the nutrition emphasis in the curriculum to be very appealing. Other indicators of interest include:

- The BS in Biobehavioral Nutrition and Wellness (BNW) currently enrolls 90 students, with approximately 60% expressing interest in non-RDN career paths—particularly in health promotion and disease prevention. These students represent a key target audience for the MS in Applied Nutrition.
- The program is also likely to attract students that are not admitted to the RDN track; seeking a non-RDN career path in nutrition; and/or from diverse academic backgrounds, as the program has flexible admission criteria.
- Between August 2024 and June 2025, UAB received 411 inquiries about the existing MS in Nutrition Sciences program. Of those, 200 students scheduled Zoom meetings for advising into the program, and 85% required additional prerequisite coursework—typically taking at least 6 months to 1 year or more to complete. The proposed MS will offer a more accessible and timelier alternative for these students, many of whom are eager to enter the field but face barriers to RDN-track admission.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	5	7
	Part-Time Faculty		
	Administration		
	Support Staff	2	
New to be Hired	Full-Time Faculty		
	Part-Time Faculty	1	
	Administration		
	Support Staff		

Initially, five full-time faculty from the Department of Nutrition Sciences (DNS) and at least one part-time Credentialed Course instructor will support the didactics of the proposed MS in Applied Nutrition program. Each of the DNS faculty has significant expertise in pedagogy of graduate education, and in program assessment for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation to maintain program quality, integrity, and review. DNS has agreed to hire part-time Credentialed Course Instructors to co-teach with DNS faculty for two courses (NTR 681 and NTR 682). UAB has budgeted \$113,860 to cover new PT faculty.

Assistantships: No assistantships will be offered for the program.

Equipment: UAB will use eValue by MedHub, a web-based software system, to build, manage, and report student internship schedules, collect preceptor evaluations, monitor student compliance with internship site placements, monitor progress and performance over time through preceptor evaluations, and track and validate student internship hours. The cost for this is \$250 per student per academic year. UAB has budgeted \$16,750 over the first seven years of the program to cover this expense.

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

Library: Established in 1945 to support the University of Alabama School of Medicine, the Lister Hill Library is the largest biomedical library in Alabama and served as a Resource Library for the Southeast/Atlantic Region in the Network of the National Library of Medicine (NNLM). It is the main health sciences library on the UAB campus, supporting graduate and professional programs in the health sciences. The UAB Libraries have an active library liaison program supporting all academic and health science units on campus. The program plays a pivotal role in fostering effective communication between the UAB Libraries and their user communities. Liaison librarians in the Lister Hill Library Department of Clinical, Academic, and Research Engagement are assigned liaison responsibilities for the UAB Schools of Dentistry, Health Professions, Nursing, Medicine, Optometry, and Public Health. Liaison librarians can assist with systematic reviews and in-depth expert searches. Additionally, the Lister Hill Library has a Systematic Review Coordinator to coordinate all systematic review requests.

Other: The Department will contract with an external entity to co-create (with faculty) the content for new coursework. Expenses related to curriculum development have been included in the "Other" category on the Business Plan.

Program Budget: The proposal projects that \$216,610 in new funds will be required over the first seven years. Over the same period, the program is expected to generate \$1,078,538 in tuition and fees.

Attachment 3

University of Alabama at Birmingham
 MS in Applied Nutrition

Course Number and Title	Number of Credit Hours	* If New Course
Program Core Courses	27	
NTR 522 Nutrition Fundamentals	3	*
NTR 544 Nutrition for Chronic Disease Prevention & Management	3	*
NTR 625 Human Nutrition Throughout the Life Cycle	3	
NTR 632 Nutrition Counseling and Education	4	
NTR 681 Foundations in Applied Nutrition I	4	*
NTR 682 Foundations in Applied Nutrition II	4	*
NTR 683 Nutrition Internship	6	WBL
Program Electives (approved by the Department)	3	
Total Hours for MS Degree	30	

DECISION ITEM: G-5c

University of Alabama at Birmingham, Master of Science in
Exercise Physiology (CIP 26.0908)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Exercise Physiology.

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

Implementation Date: The proposed program will be implemented in Spring 2026. Based on Commission policy, the proposed program must be implemented by January 1, 2028, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2027-28 will be at least 4.7, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the proposed program will achieve, or make significant progress toward, specialized accreditation through the Committee on Accreditation for the Exercise Sciences within Commission on Accreditation of Allied Health Education Programs (CAAHEP).
4. That the existing MS in Kinesiology (CIP 13.1314) will continue to maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
5. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, also including data on related employment.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2033.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed MS in Exercise Physiology will elevate an existing concentration within the MS in Kinesiology into a standalone degree program, and therefore, it will require minimal new resources to implement.
2. The new program is better situated for specialized accreditation requirements through CAAHEP and for STEM designation through the US Department of Homeland Security, which will broaden the enrollment pipeline.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama at Birmingham proposal, dated June 12, 2025, 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.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Alabama at Birmingham								
PROGRAM: Master of Science in Exercise Physiology (CIP 26.0908)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$0	\$92,120	\$185,120	\$185,120	\$185,120	\$185,120	\$278,120	\$1,110,720
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$500	\$1,800	\$950	\$950	\$950	\$950	\$950	\$7,050
TOTAL	\$500	\$93,920	\$186,070	\$186,070	\$186,070	\$186,070	\$279,070	\$1,117,770
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTERNAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$259,200	\$311,040	\$362,880	\$362,880	\$362,880	\$362,880	\$362,880	\$2,384,640
TOTAL	\$259,200	\$311,040	\$362,880	\$362,880	\$362,880	\$362,880	\$362,880	\$2,384,640
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	15	18	21	21	21	21	19.5
PART-TIME HEADCOUNT		0	0	0	0	0	0	0
TOTAL HEADCOUNT		15	18	21	21	21	21	19.5
NEW ENROLLMENT HEADCOUNT		15	10	10	10	10	10	10.8
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	7	7	10	10	10	10	9

Attachment 2

Summary of Background Information

University of Alabama at Birmingham
Master of Science in Exercise Physiology

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

Program Description: The proposed MS in Exercise Physiology will convert an existing concentration under the MS in Kinesiology (CIP 13.1314) to a standalone degree. The program will incorporate coursework in exercise, nutrition, statistics, research, and health to prepare graduates to work as clinical exercise physiologists, strength and conditioning professionals, nutritionists, researchers, leadership positions in health and fitness facilities, or future graduate studies in multiple areas of exercise, medicine, and health. Building on existing skills in exercise testing and prescription, students will also learn advanced research methods with the option to pursue a thesis or opt for the non-thesis option that requires successful completion of a comprehensive examination in partial fulfillment of the degree.

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

1. Demonstrate competencies associated with the American College of Sports Medicine Certified Clinical Exercise Physiologist (ACSM-CEP) to understand how exercise can increase the likelihood of long-term physical, social and economic independence of patients through individualized patient education, behavior change and primary and secondary prevention strategies.
2. Create a discipline-specific exercise program to address special patient populations, such as aging, obesity, type 2 diabetes, and cardiovascular diseases.
3. Apply principles of exercise physiology to answer questions about how health and fitness adapt to both acute and chronic exercise training.
4. Apply quantitative analysis skills to the collection and interpretation of qualitative and quantitative health and fitness assessment data and to the analysis of human movement.

Administration: The program will be administered by the School of Education and Human Sciences, Dr. Teresa Taber Doughty, Dean; and the Department of Human Studies, Dr. Retta Evans, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Two responses were received, with no issues raised regarding the proposed program.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following Alabama public institutions currently offer similar degree programs in Exercise Science:

- University of Montevallo, MS in Exercise Science (CIP 31.0505)
- University of North Alabama, MS in Exercise Science and Health Promotion (CIP 31.0505)
- University of South Alabama, MS in Exercise Science (CIP 26.0908)
- University of West Alabama, MS in Exercise Science (CIP 31.0505)

The following institutions currently offer related graduate programs configured as options within broader program offerings in Kinesiology or Physical Education:

- Auburn University, MS in Kinesiology (CIP 26.0908) with Exercise Science Option
- Alabama A&M University, MS in Kinesiology (CIP 31.0505) with Applied Sport Science Option
- Auburn University at Montgomery, MS in Kinesiology (CIP 31.0505) with Exercise Science Concentration

- Jacksonville State University, MEd in Physical Education (CIP 13.1314) with Human Performance Concentration
- Troy University, MS in Kinesiology (CIP 26.0908) with Exercise Physiology Concentration
- University of Alabama, MA in Kinesiology (CIP 31.0505) with Exercise Science Focus
- University of Alabama in Huntsville, MS in Kinesiology (CIP 31.0505) with Clinical Exercise Physiology Concentration

Relationship to Existing Coursework: UAB has proposed the MS in Exercise Physiology to elevate the existing concentration in Exercise Physiology, which is currently under the MS in Kinesiology (CIP 13.1314). It is one of several concentrations within the MS in Kinesiology degree which was initiated for the primary purpose of training physical education teachers. Now the focus is much broader and would better fit within CIP 26.0908 (Exercise Physiology). This reclassification will more accurately reflect the program's expanded scope and better distinguish it from physical education while continuing to serve the needs of a diverse and growing student body. This program will replace the existing concentration once established.

Collaboration: UAB has not sought collaborative opportunities with other public institutions because the proposed program is not a new initiative but rather a reconfiguration of an existing and well-established program.

Admissions: Applicants must have the US equivalent of a bachelor's degree in a STEM field; and an IELTS score (higher or equal to 6.5) / TOEFL score (higher or equal to 80) for international students. Previously earned graduate credit with a grade of B or above while enrolled at another regionally accredited graduate school may be eligible for transfer if it has not been applied toward another degree (either at UAB or elsewhere). In addition, credit may be awarded for non-collegiate courses in accordance with American Council on Education recommendations and approval of the appropriate department chair and dean. All transfer credit requests must be initiated by the student and require the approval of the graduate program director and the Graduate School. No more than 12 semester hours of graduate credit can be transferred to UAB.

Mode of Delivery: The proposed program will be delivered through multiple formats: in-person, online and hybrid. The program cannot be completed 100% online.

Curriculum: Full-time students should complete the program in 4 semesters, and part-time students should complete the program in 6-8 semesters. Students will select from a thesis or non-thesis track. Thesis students will complete 15 credit hours of program courses, 12 credit hours of program electives, and 6 credit hours of research. Non-thesis students will complete 12 credit hours of program courses, and 24 credit hours of program electives.

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	12-15
Credit hours in program electives/concentrations/tracks	12-24
Credit hours in free electives	0
Credit hours in required research/thesis	0-6
Total Credit Hours Required for Completion	33-36

Specialized Accreditation: UAB has begun the process of becoming accredited through the Committee on Accreditation for the Exercise Sciences under the Commission on Accreditation of Allied Health Education Programs (CAAHEP), which is recognized as the primary body for establishing, maintaining, and promoting appropriate standards of quality for educational programs in the Exercise Sciences. UAB notes that it will also go through the accreditation process conducted by the Council on Accreditation of Strength and Conditioning Education (CASCE), which was recently established by the National Strength and Conditioning Association (NSCA) to ensure that programs are following standardized strength and conditioning or personal training curricula.

Professional Licensure/Certification: Professional licensure is not required for exercise physiologists or other exercise science professionals in the State of Alabama. Nonetheless, professional certification through the American College of Sports Medicine (ACSM) or National Strength and Conditioning Association (NSCA) are highly recommended for all graduates in Exercise Physiology. Beginning in 2027, ACSM will only allow students to sit for the ACSM Clinical Exercise Physiology and Exercise Physiology Certifications if the program has earned accreditation through CAAHEP. UAB has started this application process for its existing concentration and expects to complete the certification requirements by Spring 2026. The accreditation process involves submitting a request for accreditation followed by a self-study. Once the self-study is finished, CAAHEP will conduct a site visit to recommend accreditation. Programs will be reviewed after five years and then every ten years thereafter. Beginning in 2030, individuals seeking the NSCA Certified Strength & Conditioning Specialist® (CSCS) certification must have graduated from a CASCE-accredited program.

Industry Need: Graduates will be prepared for employment in the following occupations: Exercise Physiologists (SOC 29-1128); Cardiovascular Technologists and Technicians (SOC 29-2031, included on the 2024-25 Alabama Demand Occupations List). According to the labor market research firm Hanover Digital Marketing, programs with CIP 26.0908, Exercise Physiology and Kinesiology, show a high growth for student demand within the United States and within the Southeast Region. Completions Growth (2023) for CIP 26.0908 is 17.5% nationally and 17.5% in the southeastern US. Projected employment growth in 10 years is 9% regionally and 10.5% nationally, and projected average annual openings are 14,324 regionally and 15,100 nationally.

Student Demand: UAB's existing Concentration in Exercise Physiology has an approximate headcount of 20 students per year. In addition, UAB anticipates that the proposed program will attract additional students, especially international students. UAB receives approximately 15-20 inquiries each academic year from international students that would like to apply to its programs in Exercise Physiology (CIP 13.1314) and Kinesiology. Many choose to pursue education elsewhere because the program does not have a designated STEM CIP. By changing the existing MS in Kinesiology with an emphasis in Exercise Physiology to an MS in Exercise Physiology (CIP 26.0908) UAB will more closely align with the STEM designation that more accurately reflects the coursework for this degree.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	4	
	Part-Time Faculty	2	
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

All courses proposed in this program are currently being taught at UAB with existing full-time faculty. The Department is in the process of hiring two additional faculty members. Workload will be adjusted based on the expertise of the new faculty hires. UAB intends to hire a third full-time faculty member in Year 3 to meet new CAAHEP and CASCE accreditation requirements. A Graduate Program Director will serve as the administrator for the program.

Assistantships: No assistantships will be offered for the program.

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

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

Library: UAB Libraries collections will support the proposed MS in Exercise Physiology through an extensive collection of print monograph and serials, eBook and eJournals, and databases in Exercise Physiology's interdisciplinary fields, primarily kinesiology and educational psychology. An average of \$12,765 was spent during the previous three years on monographs related to Exercise Physiology and associated fields. A wide range of journal subscriptions are made available through UAB Libraries, which provides access to over 1,500 journals related to Educational Psychology and Kinesiology. During the 2023 Budget Year, UAB Libraries spent \$82,000 on standalone related serials. Full text articles, citations, and abstracts are made available through relevant databases, such as SPORTDiscus, AccessPhysiotherapy, AccessMedicine, PsychINFO, PsychARTICLES, PubMed, CINAHL Plus, Ovid, Scopus, Omnifile (Education full text), and Dissertations and Theses Global. During the 2023 Budget Year, UAB Libraries spent \$4,172,900 on these database collections. UAB faculty and students also have reciprocal access to materials at member institutions of the Network of Alabama Academic Libraries (NAAL), including the University of North Alabama, University of Montevallo, and Samford University. To round out the collection, UAB Libraries provides a robust and responsive InterLibrary Loan program to meet any additional need.

Other: Funds of \$7,050 will be required to support initial accreditation reviews by CAAHEP and CASCE.

Program Budget: The proposal projects that \$1,117,770 in new funds will be required over the first seven years. Over the same period, the program is expected to generate \$2,384,640 through tuition and fees.

Attachment 3

University of Alabama at Birmingham
MS in Exercise Physiology

Course Number and Title	Number of Credit Hours	* If New Course
Program Core Courses	12-15	
KIN 637 Physiology of Exercise I	3	
KIN 638 Physiology of Exercise II	3	
EPR 609 Statistical Methods and Research in Education	3	
EPR 594 Introduction to Educational Research Design	3	
KIN 642 Practicum in Physiology (Thesis Track only)	3	WBL
Program Electives (Thesis Track: Select 12 credits; Non-Thesis Track: Select 24 credits)	12-24	
KIN 585 Advanced Exercise Testing and Prescription	3	
KIN 639 Exercise Prescription for High-Risk Populations	3	
KIN 640 Advanced Techniques in Conditioning the Athlete	3	
KIN 641 Advanced Planning/Management of Fitness Facilities	3	
KIN 645 Advanced Motor Development	3	
KIN 656 Advanced Sport Psychology	3	
KIN 672 Advanced Treatment of Athletic Injuries	3	
KIN 674 Advanced Sports Nutrition	3	
KIN 694 Special Projects in Kinesiology	1-6	WBL
Research/Thesis	0-6	
KIN 699 Thesis Research (Thesis Track only)	6	
Total Hours for MS Degree	33-36	

DECISION ITEM: G-5d

University of Alabama at Birmingham, Bachelor of Science in
Medical Laboratory Science (CIP 51.1005)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

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

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

Implementation Date: The proposed program will be implemented in Spring 2026. Based on Commission policy, the proposed program must be implemented by February 1, 2028, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2026-27 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2031-32 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the existing BS in Biomedical Sciences (CIP 26.0102) will continue to maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, also including data on related employment and/or progress 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, 2032.

Background:

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

plans for the new unit or program to the Commission for its review, evaluation, and approval.

Staff recommendation for approval with reservations is based on the following rationale:

1. Graduates of the BS in Medical Laboratory Science (MLS) program will be prepared for employment as Clinical Laboratory Technologists and Technicians, which are included on the 2024-25 Alabama Demand Occupations List.
2. The roles and responsibilities of the MLS have evolved over the years with the adoption of more testing procedures and practices in healthcare. This program will help address a specific and crucial healthcare need, not only in Birmingham and Alabama, but nationwide.
3. UAB already offers a nationally accredited MS in Medical Laboratory Science, and the proposed program will extend existing offerings down to the baccalaureate level, with minimal additional investment needed.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama at Birmingham proposal, dated April 21, 2025, 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.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Alabama at Birmingham								
PROGRAM: Bachelor of Science in Medical Laboratory Science (CIP 51.1005)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$115,650	\$115,650	\$115,650	\$115,650	\$115,650	\$115,650	\$115,650	\$809,550
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$1,200	\$0	\$0	\$0	\$0	\$0	\$0	\$1,200
FACILITIES	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$63,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$125,850	\$124,650	\$124,650	\$124,650	\$124,650	\$124,650	\$124,650	\$873,750
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$125,850	\$0	\$0	\$0	\$0	\$0	\$0	\$125,850
EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$0	\$134,540	\$269,080	\$269,080	\$269,080	\$269,080	\$269,080	\$1,479,940
TOTAL	\$125,850	\$134,540	\$269,080	\$269,080	\$269,080	\$269,080	\$269,080	\$1,605,790
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	10	20	20	20	20	20	18
PART-TIME HEADCOUNT		0	0	0	0	0	0	0
TOTAL HEADCOUNT		10	20	20	20	20	20	18
NEW ENROLLMENT HEADCOUNT		10	10	10	10	10	10	10
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	0	10	10	10	10	10	10

Attachment 2

Summary of Background Information

University of Alabama at Birmingham
Bachelor of Science in Medical Laboratory Science

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

Program Description: The proposed BS in Medical Laboratory Science (MLS) will provide the necessary knowledge and skills needed to adequately equip students to become competent medical laboratory scientists and to successfully serve their medical community. Graduates will be competent in knowing how to accurately perform highly complex medical laboratory test procedures, address proper test selection and utilization among physicians and other healthcare providers, and major test performance and interpretations (i.e., cardiac markers, abnormal blood smear reviews, test consulting, etc.), and they will be eligible to sit for professional certification examinations through the American Society for Clinical Pathology (ASCP) and/or through the American Medical Technologists Association (AMT). There is currently a shortage of medical laboratory professionals in Birmingham and across the USA. This program will help alleviate this shortage by increasing the number of qualified graduates each academic year.

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

1. Demonstrate the knowledge, technical skills, and professional conduct required of a Medical Laboratory Scientist.
2. Critically review, appraise, and synthesize clinical and laboratory data; and present narrative interpretations of data based on medical evidence.
3. Demonstrate the ability to provide appropriate and effective communication about tests results through the effective exchange of information and expertise with other health care professionals, patients, patients' families, and the community at large.
4. Synthesize new concepts, models, and theories through appropriate application of empirical knowledge and use this new information effectively toward the practice of evidence-based laboratory medicine.
5. Successfully demonstrate the ability to accurately perform medical laboratory procedures.

Administration: The program will be administered by the School of Health Professions, Dr. Andrew Butler, Dean; and the Department of Clinical and Diagnostic Sciences, Dr. Kathy Nugent, Chair.

Peer Review: The program proposal was available for review by the College and University Chief Academic Officers Association (CUCAO), but no responses were received.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are currently only two other similar bachelor's degree programs in the Academic Program Inventory that are designed to lead to ASCP certification for Medical Laboratory Scientists: Auburn University, BS in Medical Laboratory Science (CIP 51.1005); and Auburn University at Montgomery, BS in Medical Laboratory Science (CIP 51.1004). In addition, Baptist Health's School of Medical Laboratory Science in Montgomery, AL, offers specialized programs for those seeking professional certification. At the associate level, the following colleges offer accredited programs that lead to related professional certification as Medical Laboratory Technicians: Calhoun Community College, Chattahoochee Valley Community College, Coastal Alabama Community College, Gadsden State Community College, Jefferson State Community College, and Wallace State Community College--Hanceville.

Relationship to Existing Coursework: The proposed BS program will share resources, faculty, lower-division and major courses with the existing MS in Medical Laboratory Science (CIP 51.1005). The MS

level program is designed for the student who did not discover the profession early in their education, already has a BS degree, and prefers to proceed with a graduate degree. The Department of Clinical and Diagnostic Sciences also offers a BS in Biomedical Sciences (CIP 26.0102), and some students in that program may choose the BS in Medical Laboratory Science instead.

Collaboration: No collaborations with institutions outside UAB are currently planned.

Admissions: Students must complete the following prerequisite requirements for acceptance into the program: Pre-calculus Algebra (or higher); General Chemistry I with Lab; General Chemistry II with Lab; Introductory Biology with Lab; Organic Chemistry I with Lab; Microbiology with Lab; Genetics; and a minimum 2.75 GPA.

Mode of Delivery: The proposed program will be delivered in person in the UAB School of Health Profession. Students will be required to do 12 hours of clinical practice/rotation at approved clinical affiliates. Program requirements cannot be met through competency-based assessments.

Curriculum: The program is designed for full-time students only. Students cannot transfer credits for any program courses but may transfer in credits for any prerequisites or general education courses as allowed by UAB. The department plans to develop one new course for the program: MT 401 Introduction to Clinical Laboratory Science.

Curriculum Overview of Proposed Program	
Credit hours required in general education	54
Credit hours required in program courses	61
Credit hours in program options	0
Credit hours in free electives	8
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	123

Work-Based Learning: As part of the degree plan completion, students are required to complete 12 credit hours of clinical rotation/internship (MT 495 Clinical Practices) at one of the program's hospital affiliations.

Specialized Accreditation: The BS will fall under the same accreditation as the existing MS in Medical Laboratory Science program through the National Accrediting Agency for Clinical Laboratory Science (NAACLS). There will be no additional costs for inclusion of the baccalaureate program.

Professional Licensure/Certification: The State of Alabama does not require professional licensure for medical laboratory scientists or technicians. Professional certification is typically required for employment. The proposed program will provide didactic and clinical training that will enable program graduates to take the American Society of Clinical Pathology (ASCP) or the American Medical Technologist (AMT) certification examinations upon completion of the program. Upon certification, graduates will be certified medical laboratory scientists.

Industry Need: Graduates will be prepared for employment as Clinical Laboratory Technologists and Technicians (SOC 29-2010, included on the 2024-25 Alabama Demand Occupations list). There is a current and growing shortage of medical laboratory scientists to fill the workforce needs of our local healthcare community, the state, and beyond. According to the 2023 Bureau of Labor Statistics (BOL), MLS jobs are projected to grow by 7% and 8% nationally and in the state of Alabama by 2030 and 2031. This means that the job openings for MLS in the state of Alabama will be approximately 420 by year 2032. The national job openings for this profession are projected to be at 25,600 by the year 2031 (7% increased from 2021).

Student Demand: UAB previously offered a BS in Medical Technology (closed in June 2015) with curriculum very similar to the proposed program. Based on past enrollment of approximately 25 students total, at any one time, in the previous program, the University anticipates that the enrollment of the proposed BS in Medical Laboratory Science will be similar. In addition, because the Biomedical Science

program is located within the same department and currently contains over 750 undergraduate students, the department anticipates recruiting heavily from that pool of student population. There is also a remarkable amount of interest by the program advisory board committee. Current medical centers in the Birmingham area are eagerly awaiting the development of the new program. UAB also conducted a survey among clinical laboratory science preceptors across hospitals in the Birmingham area regarding the current job market for this position. All 42 responses indicated overwhelmingly that healthcare institutions currently need graduates with this degree and skill set.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	5	
	Part-Time Faculty	1	
	Administration		
	Support Staff	1	
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

Existing faculty teaching in the MS program will also teach in the BS program. There are five core faculty and one instructor dedicated to teaching in the proposed program, which will be housed in the School of Health Professions building. The MS is designed to build specialized knowledge that goes beyond the foundational skills provided for the typical bench tech that holds a bachelor's degree. With an additional full-time faculty member dedicated to the BS program, the MS program will be able to prioritize advanced clinical skills, interprofessional collaboration beyond the bench, timely and relevant research that is translatable to the field, clinical laboratory management, and leadership development. Adding an additional faculty member will allow UAB to clearly define these two separate pathways and strengthen both tracks.

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

Equipment: UAB has budgeted \$1,200 in equipment costs in the first year of the program to purchase additional microscopes, cell counters, and additional supplies.

Facilities: UAB has budgeted \$9,000 annually to expand available laboratory facilities for this program.

Library: The UAB Library collections to support this program are extensive and adequate to support the existing MS in Medical Laboratory Science. The book and periodical holdings are in the Lister Hill Library of the Health Sciences and the Mervyn H. Sterne Library. The Lister Hill Library contains the relevant resources to assist and support students. The libraries collectively and collaboratively provide all faculty, students, staff, Alabama health care providers, and community users with access to library collections as well as to other learning/information resources.

Program Budget: The proposal projects that \$873,750 in new funds will be required to support the program over the first seven years, with the majority of costs associated with hiring one new full-time faculty member. Over the same period, the program is expected to generate \$1,479,940 in tuition and fees. The program will require modest internal reallocations of \$125,850 in Year 1 to cover personnel costs.

Attachment 3

University of Alabama at Birmingham
BS in Medical Laboratory Science

Course Number and Title	Number of Credit Hours	* If New Course
General Education and Pre-Professional Courses	54	
HRP 101 Local Beginnings (FYE): Touch the Future	3	
EH 101 English Composition I	3	
EH 102 English Composition II	3	
MA 105 Mathematics	3	
Choice Academic Foundations: Reasonings	3	
CMST 101 Public Speaking	3	
Choice Thinking Broadly: History & Meaning	3	
Choice Thinking Broadly: Creative Arts	3	
CH 115/116 General Chem I & Lab	4	
CH 117/118 General Chem II & Lab	4	
Choice Thinking Broadly: Humans and Society	3	
City as Classroom Approved Course	3	
BY 123 Intro Biology I & Lab	4	
CH 235/236 Organic Chemistry I & Lab	4	
BY 261/271 Intro to Microbiology or Biology Microorganisms	4	
BY 210 Genetics	4	
Program Courses	61	
MT 401 Introduction to Clinical Laboratory Science	3	*
MT 403 Body Fluids	1	
MT 404 Body Fluid Lab	1	
MT 418 Immunology	3	
MT 428 Hematology I	4	
CLS 402 Fundamentals of Phlebotomy BFC	1	
MT 423 Clinical Microbiology	3	
MT 424 Clinical Microbiology Laboratory	1	
MT 426 Instrumentation and Automation	2	
MT 427 Instrumentation and Automation Laboratory	1	
MT 432 Hematology II	4	
MT 430 Immunohematology	4	
MT 431 Immunohematology Laboratory	1	
MT 438 Infectious Diseases	3	
MT 439 Infectious Diseases Laboratory	1	
MT 442 Molecular Diagnostics	3	
MT 443 Molecular Diagnostics Laboratory	1	
MT 405 Laboratory Management	3	
MT 451 Clinical Chemistry	4	
MT 452 Clinical Chemistry Laboratory	1	
MT 460 Clinical Correlations	3	
MT 470 Certification Review	1	
MT 495 Clinical Practices	12	WBL
Free Electives (Select 8 credit hours from approved courses)	8	
Total Hours for BS Degree	123	

DECISION ITEM: G-6a

University of Alabama in Huntsville, Bachelor of Science in
Cyber Operations Technology (CIP 11.1003)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

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

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

Implementation Date: The proposed program will be implemented in Fall 2026. Based on Commission policy, the proposed program must be implemented by September 1, 2028, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2027-28 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, also including data on related employment and/or acceptance into a graduate program.

The University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2033.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed BS has been developed in partnership with ACCS. The first two years of courses will be taken at Alabama Community Colleges, with the last two years to be taken at UAH.
2. Program coursework will be delivered fully online to support working professionals.
3. The program proposal includes seven letters of support from multiple local and regional external entities, including: Alabama Automotive Manufacturers Association, Calhoun Community College, Cintel, Leidos, Mission Multiplier, OASYS, and TactWare.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama in Huntsville proposal, dated April 9, 2025, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Alabama in Huntsville								
PROGRAM: Bachelor of Science in Cyber Operations Technology (CIP 11.1003)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$94,500	\$94,500	\$94,500	\$94,500	\$103,500	\$103,500	\$103,500	\$688,500
STAFF	\$43,744	\$45,314	\$67,761	\$70,291	\$72,923	\$75,660	\$78,506	\$454,199
EQUIPMENT	\$15,000	\$0	\$0	\$15,000	\$0	\$0	\$0	\$30,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$18,520	\$22,520	\$2,520	\$2,520	\$2,760	\$2,760	\$2,760	\$54,360
TOTAL	\$171,764	\$162,334	\$164,781	\$182,311	\$179,183	\$181,920	\$184,766	\$1,227,059
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTERNAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$237,240	\$427,032	\$569,376	\$640,548	\$687,996	\$711,720	\$723,582	\$3,997,494
TOTAL	\$237,240	\$427,032	\$569,376	\$640,548	\$687,996	\$711,720	\$723,582	\$3,997,494
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	16	18	18	18	18	18	17.7
PART-TIME HEADCOUNT		20	30	36	40	42	43	35
TOTAL HEADCOUNT		36	48	54	58	60	61	52.8
NEW ENROLLMENT HEADCOUNT		20	20	20	20	20	20	20
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	4	8	14	16	18	19	13

Attachment 2

Summary of Background Information

University of Alabama in Huntsville
Bachelor of Science in Cyber Operations Technology

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

Program Description: The BS in Cyber Operations Technology will prepare students to configure, manage, maintain, and troubleshoot computer and network systems, including assessing and managing cybersecurity devices, systems, and procedures associated with these systems. The primary goal of the proposed BS is to produce graduates who can fill positions protecting rural hospitals in Alabama, local government offices in rural parts of the state, or lower tech cybersecurity and system administration jobs in the Huntsville area, including factories. Students will learn risk assessment, policy analysis, contingency planning, and investigation techniques. The program will encompass instruction in all aspects of computing, including system design, programming, networking, computer architecture, telecommunications, operating systems. The program is designed to facilitate transfer from two-year institutions and allow flexibility for working professionals to complete program coursework online.

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

1. Configure, manage, maintain, and troubleshoot complex computer and network systems.
2. Assess and manage cybersecurity devices, systems, and procedures associated with these systems.
3. Identify and investigate cyberattacks.
4. Communicate effectively in a variety of professional contexts.
5. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
6. Recognize the need for, and an ability to engage in, continuing professional development.

Administration: The program will be administered by the College of Science, Dr. Rainer Steinwandt, Dean; and the Department of Computer Science, Dr. Letha Etzkorn, Chair.

Peer Review: The program proposal was available for review by the College and University Chief Academic Officers Association (CUCAO). No responses were received.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: Troy University (BA/BS in Cybersecurity) and The University of Alabama (BS in Cybersecurity) offer similar programs at CIP Code 11.1003 that produce graduates prepared to fill advanced cybersecurity jobs in high tech industry. Athens State University was approved in June 2025 for a BS in Cybersecurity at the same CIP to begin Fall 2025. Institutions in the SREB Region that offer a BS in Cyber Operations that is most similar to the proposed BS include The Citadel in South Carolina and Augusta University in Georgia.

Relationship to Existing Coursework: UAH currently offers a BS in Computer Science (CIP 11.0701) with a Concentration in Cybersecurity. The proposed program will include coursework developed for that concentration, and the proposed degree plan will allow some Computer Science courses to be substituted for Cyber Operations Technology courses, but the reverse is not true, no Cyber Operations Technology courses will be allowed to substitute for Computer Science courses. While the proposed program may attract some students away from the BS in Computer Science, it is designed to create a separate enrollment pipeline for AAS holders to complete bachelor's degrees.

Collaboration: This program is developed in collaboration with the Alabama Community College System. Students will complete the first two years of courses at the 2-year level and then transfer to UAH to complete the bachelor's degree. A letter of support from Calhoun Community College accompanied the proposal.

Admissions: Most of the students in this program will transfer to UAH from an Alabama Community College after completing an associate degree.

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

Curriculum: The program is designed to maximize transfer from AAS degree programs, allowing 60 credit hours to transfer in, half of which must be in Computer Information Systems or equivalent coursework (see Attachment 3). UAH is developing 12 new courses for the program, which will be delivered 100% online.

Curriculum Overview of Proposed Program	
Credit hours required in general education and pre-prof	49
Credit hours required in program courses	51
Credit hours in program options	0
Credit hours in required and free electives	20
Credit hours in required capstone/research/thesis	0
Total Credit Hours Required for Completion	120

The BS in COT is designed to be more practically oriented, hands-on, and technology related than the BS in Computer Science. There will also be an emphasis on ensuring students are prepared to teach themselves new technologies to stay on top of the rapid changes in this sector.

Specialized Accreditation: UAH's BS in Computer Science is accredited through the Accreditation Board for Engineering and Technology (ABET) Commission on Computing. There is no specialized accreditation related to the proposed program.

Professional Certification: Professional licensure is not required for graduates; however, certifications such as Network+ and Security+ are beneficial for more advanced jobs. CompTIA supports Network+ and Security+ certification. There are other certifications available such as Cisco CCNA certification, which will be beneficial for graduates working with certain kinds of computer equipment. Both the Alabama Community College courses and UAH's CYB courses will prepare students wishing to test for these industry certifications.

Industry Need: Completion of the BS in Cyber Operations Technology will prepare students for the following occupations included on the 2024-2025 Alabama Demand Occupations List: Computer User Support Specialists (SOC 15-1232); Network and Computer Systems Administrators (SOC 15-1244); and Computer Systems Analysts (SOC 15-1211). Cyber Operations Technology is a new program that will enhance cybersecurity workforce development in Alabama overall, and also in the southeastern US. The program is intended to improve workforce development in the areas of system administration and cyber operations in the state of Alabama. The Bureau of Labor Statistics (BLS) projects 33% job growth in cybersecurity through 2033, driven by AI-powered cybercrime, rapid cloud migration and stricter regulatory requirements. This perfect storm creates "zero unemployment" for skilled professionals, with most breached organizations pointing directly to staff shortages as the root cause of their security failures. The proposal includes letters of support from the following industry leaders in the Huntsville area attesting to the need for individuals trained in applied cyber technology:

- Alabama Automotive Manufacturers Association
- Cintel, Inc.
- Leidos

- Mission Multiplier
- OASYS, Inc.
- TactWare, Inc.

Student Demand: The Alabama Community College System graduates approximately 250 students per year with the AAS in Computer Information Systems (CIS), which has not typically been a baccalaureate transfer program. The proposed BS in Cyber Operations Technology is designed to provide a smooth transfer pathway for AAS graduates and other working professionals. The North Alabama area has multiple community colleges with students who are likely to feed into UAH. The two closest to UAH are Calhoun Community College and Drake State Community and Technical College. Shown below is the CIS enrollment for the last five fall semesters:

	FA 24	FA 23	FA22	FA 21	FA 20
All AL Community Colleges	1954	1855	1749	1714	1593
Calhoun Community College	387	361	353	356	335
Drake State Community & Technical College	81	61	63	79	74

The number of majors has clearly been increasing, both overall and in North Alabama. UAH anticipates that more and more of these CIS students will go into cybersecurity as the number of cybersecurity jobs available continues to increase.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty		
	Part-Time Faculty	3	
	Administration	.3 clinical faculty as mgmt.	
	Support Staff		
New to be Hired	Full-Time Faculty		
	Part-Time Faculty	3	
	Administration		
	Support Staff	.5 staff assistant and .2 system admin	

The program will leverage a Clinical Assistant Professor (.3 FTE) in the Department of Computer Science who is familiar with other Cybersecurity courses in the department. This individual, who reports directly to the Department Chair, will ensure consistency for the program and serve as a central point of contact for the proposed program. Through years of professional collaboration, the Department of Computer Science already has a sufficient number of highly qualified part-time faculty. Due to UAH's location and ties with Cummings Research Park and nearby Redstone Arsenal, subject-matter experts are available locally, and six part-time faculty members are sufficient to launch the program successfully.

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

Equipment: UAH has budgeted \$15,000 in Years 1 and 4 for new servers. An NSF-run cloud that provides free cloud resources for programs such as this has been identified. The cloud providers have

assured us there is sufficient capability to handle the entire new BS in Cyber Operations Technology program.

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

Library: The M. Louis Salmon Library currently supports the academic and research programs of the University through its collections of over 200,000 print books, over 599,000 electronic books, over 82,000 digital serial/journal titles, over 300 online databases, 10 faculty librarians, unique learning labs, and outreach programs. As part of the Network of Alabama Academic Libraries, the Salmon Library has subscribed to several computer database services at consortium pricing thus implementing access theory. Salmon Library currently offers over 300 electronic resources from the Library's website.

Other: UAH has budgeted \$54,360 for the anticipated costs associated with creating new courses and providing graders for online coursework. Not all courses will require graders because many instructors prefer to do their own grading, and some grading will be automated. The UAH CS Department currently pays graders \$12 per hour.

Program Budget: The proposal projects that \$1,227,059 in new funds will be required to support the program over the first seven years. The program is expected to generate \$3,997,494 through tuition and fees. The majority of the required funds will be used to cover faculty and administration for the program. This includes a part-time administrator, part-time assistant, and three part-time instructors.

Attachment 3

University of Alabama in Huntsville
Bachelor of Science in Cyber Operations Technology

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses (taken at ACCS)	49	
Area I College Writing I and II/ Accelerated College Writing	6	
Area II Humanities and Fine Arts	12	
Area III Mathematics	4	
Area III Natural Sciences (lab)	8	
Area IV History and Social and Behavioral Sciences	12	
Area V Charger Success AHS	1	
EH 301 Tech Writing	3	
BUS 271 Business Statistics or MA 281 Elements of Statistical Analysis (CC)	3	
Program Courses (27 credit hours taken at ACCS and 24 at UAH)	51	
Program Courses - ACCS	27	
CIS 134 IT Fundamentals (CompTIA ITF+)	3	
CIS 202 Python Programming	3	
CIS 251 C++ Programming	3	
CIS 171 Linux I	3	
CIS 270 Cisco CCNA I	3	
CIS 271 Cisco CCNA II	3	
CIS 272 Cisco CCNA III	3	
CIS 280 Network Security CompTIA Security+	3	
CIS 282 Computer Forensics	3	
Program Courses - UAH	24	
CYB 201 C++ Data Structures	3	*
CYB 305 Discrete Math & Algorithms	3	*
CYB 311 Basic HW and Assembly Language	3	*
CYB 409 Basic Operating Systems	3	*
CYB 411 Database Systems	3	*
CYB 415 Basic Cybersecurity	3	*
CYB 416 Network-based Security	3	*
CYB 452 Web security & Cloud	3	*
Required and Free Electives	20	
ACCS - Choose one course: CIS 123 Google IT Professional Support IV; CIS 237 Virtual Infrastructure: Installation and Configuration; CIS 267 Enterprise Virtualization; CIS 276 Server Administration; CIS 277 Network Services Administration; CIS 281 System Analysis and Design	3	
UAH – Select two courses: CYB 461 Cellular and Mobile Technologies; CYB 462 Advanced Digital Forensics; CYB 471 Malware Analysis I; CYB 472 Malware Analysis II	6	*
UAH Free Electives- select 11 credit hours	11	
Total Required Hours for Degree:	120	

DECISION ITEM: G-6b

University of Alabama in Huntsville, Bachelor of Science in
Game Design (CIP 50.0411)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

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

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

Implementation Date: The proposed program will be implemented in Fall 2026. Based on Commission policy, the proposed program must be implemented by September 1, 2028, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2027-28 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and/or acceptance into a graduate program.

The University of Alabama in Huntsville (UAH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2033.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. This program will build on UAH's existing Game Design Minor and BFA in Art (CIP 50.0701) with Concentration in Digital Animation and will require minimal resources to implement.
2. The proposed program has the potential to support Huntsville's growing needs for Serious Games professionals across Alabama's industries, where interactive tools are increasingly used for workforce development, operational training, and complex system simulations.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama in Huntsville proposal, dated April 9, 2025. 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.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Alabama in Huntsville								
PROGRAM: Bachelor of Science in Game Design (CIP 50.0411)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$1,879	\$1,879	\$1,879	\$1,879	\$1,879	\$1,879	\$1,879	\$13,153
TOTAL	\$1,879	\$1,879	\$1,879	\$1,879	\$1,879	\$1,879	\$1,879	\$13,153
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$62,244	\$62,244	\$114,114	\$254,268	\$373,674	\$435,918	\$493,080	\$1,795,542
TOTAL	\$62,244	\$62,244	\$114,114	\$254,268	\$373,674	\$435,918	\$493,080	\$1,795,542
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	6	11	24	35	41	46	27
PART-TIME HEADCOUNT		0	0	1	2	2	3	1.3
TOTAL HEADCOUNT		6	11	25	37	43	49	28.5
NEW ENROLLMENT HEADCOUNT		6	5	15	18	13	16	12
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	0	0	6	7	9	9	7.8

Attachment 2

Summary of Background Information

University of Alabama in Huntsville
Bachelor of Science in Game Design

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

Program Description: The BS in Game Design will provide a comprehensive, multidisciplinary education that prepares students for careers in both entertainment and Serious Games industries. Students will gain foundational knowledge in art, animation, coding, sound, psychology, business, and communications, synthesizing these skills to become well-rounded Game Designers. The curriculum will emphasize hands-on experience, with students publishing games and working collaboratively in multidisciplinary teams. To further specialize, students can select one of six focused tracks in Business, Writing, Communications, Coding, User Experience, or Art. This diverse skill set, combined with opportunities for internships and industry connections, ensures graduates are prepared for a range of in-demand roles in Alabama's evolving workforce.

Student Learning Outcomes: Learning outcomes of the BS in Game Design include the following:

1. Participate in at least three team-based projects, collaborating with artists, programmers, and designers, showcasing effective team communication and project management skills.
2. Create comprehensive game design and technical design documents, including core gameplay loops, user stories, and technical specifications that meet industry standards.
3. Apply psychological principles and player behavior analytics to design games that align with specific audience preferences, supported by research and playtesting.
4. Develop a marketing plan and pitch deck for a game project, demonstrating an understanding of business models, funding strategies, and market trends in the gaming industry.
5. Demonstrate foundational knowledge and project experience in at least four specialized game design domains, such as level design, narrative design, systems design, or technical arts.
6. Develop, market, and publish at least one original game on a commercial or public platform, demonstrating practical experience in all stages of the game development lifecycle.
7. Develop the skills necessary to work in diverse contexts, including large-scale collaborative projects, independent studio work, and serious games designed for training and simulation purposes.

Administration: The program will be administered by the College of Arts, Humanities, and Social Sciences (CAHS), Dr. Sean Lane, Dean; and the Department of Art, Art History, and Design, Dr. Jill Johnson, Chair.

Peer Review: The program proposal was available for review by the College and University Chief Academic Officers Association (CUCAO). No responses were received.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: No similar degree program is offered by an Alabama public institution. Jacksonville State University offers a BS in Computer Science (CIP 11.0101) with a Concentration in Game Development. Athens State University recently added an Undergraduate Certificate in Game Development (CIP 50.0411). Within the larger SREB region, the following institutions offer comparable degrees: Samford University, BS in Game Design and 3D Animation (CIP 50.0411); Georgia State University, BA/BS in Game Design/Development (CIP 11.0204); Kennesaw State University, BS in

Computer Game Design and Development (CIP 11.0204); Southern Arkansas University, BFA in Game, Animation and Simulation (CIP 50.0411); and Arkansas Tech University, BFA in Game and Interactive Media Design (CIP 50.0411).

Relationship to Existing Coursework: UAH currently offers a BFA in Art (CIP 50.0701) with related concentrations in Digital Animation and Graphic Design. In addition, they offer a multidisciplinary minor in Game Design and Development, which serves as the foundation for the proposed degree program. Required coursework will be drawn from undergraduate offerings in Computer Science, English, Music, Art Studio, and Art History. Students may pursue program tracks that include additional coursework from Communications, Marketing, and Psychology.

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

Admissions: Students must meet all requirements for UAH undergraduate admission. The program will follow UAH's standard policies for allowing transfer credit and/or competency-based assessment for credit.

Mode of Delivery: The program will be delivered 100% in-person on the UAH campus.

Curriculum: UAH will develop four new courses to support the proposed program: ARS 312: Game Design Level Design and Playtesting, ARS 313: Game Design Serious Games, ARS 411: Game Design Game Development and Publishing, and ARS 336: Graphic Design Creative Coding in JavaScript. In addition to completing program core coursework, students may select one of six program tracks: Business; Writing; Communications; Coding; User Experience; and Art.

Curriculum Overview of Proposed Program	
Credit hours required in general education and pre-prof	45
Credit hours required in program courses	60
Credit hours in program options	15
Credit hours in free electives	0
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	120

The Game Design program prepares graduates for diverse roles by integrating creative and technical training. Technical training in programming and software development enables graduates to analyze user needs, create software solutions, and enhance system capabilities. A standout feature of the program is the inclusion of Serious Games, which are designed for applications beyond entertainment, including training, simulations, and problem-solving. This specialized training aligns directly with the needs of Alabama's industries, where interactive tools are increasingly used for workforce development, operational training, and complex system simulations.

Work-Based Learning: Work-based learning is not required for program completion. Nonetheless, North Alabama's hub for aerospace and defense industries offers significant opportunities for students to apply their skills through internships and eventual employment, ensuring that the program supports both regional growth and state-level workforce demands.

Specialized Accreditation: UAH's existing BFA in Art (CIP 50.0701) with concentrations in Digital Animation; Graphic Design; Painting and Drawing; Photography; Printmaking; Sculpture is accredited through the National Association of Schools of Art and Design (NASAD). UAH intends to seek NASAD accreditation for the proposed program beginning in October 2025.

Industry Need: Completion of the BS in Game Design will prepare students for a wide range of careers, such as Video Game Designers (SOC 15-1255.01); Software Developers (SOC 15-1252, included on the

2024-25 Statewide Demand List); and Software Quality Assurance Analysts and testers (SOC 15-1253). The Game Design program will address a critical industry and employment need for Alabama by equipping graduates with skills that transcend traditional video game development. Game Design professionals often function as managers and team leads, making them well-suited for diverse team environments in industries such as medicine, aviation, automotive, cybersecurity, education, sports, military training, marketing, and aerospace engineering – all of which are key sectors in Alabama's economy as identified by the EDPA.

Job growth in the game design industry is robust. While BLS does not have a separate category for game design, it falls under “interactive media,” where job growth is at 8%. The game industry is growing; the IMARC Group research company projects remarkable growth, with expectations set for the market to soar to US\$ 471.3 Billion by 2032. Further, the growth in serious games (those used for training and testing) is predicted to grow from around USD 9 Billion in 2022 to around USD 32.73 Billion by 2030 (Zion Market Research). North Alabama's hub for aerospace and defense industries offers significant opportunities for students to apply their skills through internships and eventual employment, ensuring that the program supports both regional growth and state-level workforce demands.

Student Demand: The College has experienced rapid growth in Game Design in the last eight years. The first game design course was added in 2016 and had 19 students enrolled. By 2024, UAH was offering 5 courses in game design (Intro to Game Design, Game Scripting and Design, Team Game Design I and II, and Level Design) with 137 unique students over Spring and Fall of 2024. The Game Design capstone course has 40 students enrolled for Fall 2025. There are also 73 students currently enrolled in the Game Design minor, including 37 outside of the art major. UAH also surveyed students currently taking the introductory game design course and those enrolled in the Game Design minor. Of the respondents, 83% expressed an interest in the proposed major. For students who may not want to major in Animation but are interested in careers in the game design industry, the multi-disciplinary nature of the program, which will include tracks in writing, communications, user experience and art will offer students less interested in coding an opportunity to pursue training that will lead to careers in the industry.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	2	
	Part-Time Faculty		
	Administration	1	
	Support Staff	2	
New to be Hired	Full-Time Faculty		
	Part-Time Faculty		
	Administration		
	Support Staff		

This program will draw from existing courses at the university for most of the planned courses (including art, animation, coding, sound, psychology, business, and communications). Core courses specific to Game Design will be offered in the art department and will require no additional faculty members.

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

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

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

Library: The majority of resources utilized by Game Design as a discipline are available online and not held in library collections.

Program Budget: The proposal projects that \$13,153 in new funds will be required to support the program over the first seven years to cover NASAD accreditation expenses. The program is expected to generate \$1,795,542 through tuition and fees.

Attachment 3

University of Alabama in Huntsville
Bachelor of Science in Game Design

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses	45	
Area I College Writing	6	
Area II Humanities and Fine Arts	6	
FMA 123 Intro to Film Studies (Area II)	3	
CM 113 Public Speaking (Area II)	3	
Area III Mathematics	3	
Area III Natural Sciences (lab)	8	
Area IV History and Social and Behavioral Sciences	6	
ECN 143 Principles of Microeconomics (Area IV)	3	
PY 101 General Psychology (Area IV)	3	
Area V Charger Success AHS	1	
Area V Required Language	3	
Program Courses	60	
CS 104 Intro to Python	3	
EH 211 Intro to Creative Writing	3	
EH 301 Technical Writing	3	
MU 305/306 Music Technology	3	
ARS 160 Drawing Foundations	3	
ARS 123 2D Design and Color Theory	3	
ARS 348 Digital Fabrication	3	
ARS 220 Animation: Introduction	3	
ARS 230 Graphic Design: Introduction	3	
Choose 2: ARH 100 or 101 or 103 Art History Ancient to Medieval or Renaissance to Modern or World Art	6	
ARH 309 Contemporary Art	3	
ARS 210 Game Design: Introduction	3	
ARS 311 Game Design: Scripting and Design I	3	
ARS 312 Game Design: Level Design and Playtesting	3	
ARS 313 Game Design: Serious Games	3	
ARS 411 Game Design: Game Development and Publishing	3	
ARS 415 Game Design: Team Game Design I	3	
ARS 416 Game Design: Team Game Design II	3	
ARS 494 Professional Practices	3	
Program Tracks (Select one track from six track options)	15	
Total Required Hours for Degree:	120	

Course Number and Title	Number of Credit Hours	* If New Course
Business Track (Select five courses)	15	
EH 300 Strategies for Business Writing	3	
MGT 401 Intro to Contract Management	3	
MGT 405 New Venture Strategies	3	
MKT 301 Principles of Marketing	3	
MKT 343 Marketing Research	3	
MKT 465 Marketing for New Ventures	3	
MKT 470 Social Media Marketing	3	
MKT 472 Digital Marketing	3	

Course Number and Title	Number of Credit Hours	* If New Course
Writing Track (Select five courses)	15	
ARS 327 Visual Story Development	3	
CM 313 Business and Professional Communication	3	
EH 300 Strategies for Business Writing	3	
EH 310 Intro to Fiction Writing	3	
EH 401 Theory and Practice in Technical Communication	3	
EH 409 Proposal Writing	3	
EH 410 Fiction Writing	3	
EH 412 Specialized Studies Creative Writing	3	
EH 442 Usability Studies	3	
FMA 210 Writing for Visual Media	3	

Course Number and Title	Number of Credit Hours	* If New Course
Communications Track (Select five courses)	15	
CM 231 Foundations of Human Communication	3	
CM 310 Persuasion	3	
MKT 332 Buyer Behavior	3	
MKT 343 Marketing Research	3	
PY 301 Personality	3	
PY 316 Perception	3	
PY 375 Social Psychology	3	
PY 480 Cognition	3	

Course Number and Title	Number of Credit Hours	* If New Course
Coding Track (Select five courses)	15	
MA 113 (Prerequisite) Precalculus Trig	3	
CS 121 (Prerequisite) Computer Science I	3	
CS 221 (Prerequisite) Comp Sci II: Data Structures	3	
Choose 2 of the following: ARS 336 Graphic Design: Creative Coding in Javascript; CS 330 Artificial Intelligence and Game Development; CS 347 Introduction to Video Game Design and Programming; CS 371 Mobile Computing; CS 430 Survey: Artificial Intelligence; CS 443 Intro to Multimedia Systems	6	

Course Number and Title	Number of Credit Hours	* If New Course
User Experience Track (<i>Select five courses</i>)	15	
ARS 334 Graphic Design: Web User Experience I	3	
ARS 434 Graphic Design: Web User Experience II	3	
EH 442 Usability Studies	3	
EH 452 User-Centered Design	3	
PY 300 Psychology Statistics (& PY 304 Lab)	3	
PY 403 Human Factors Psychology	3	
PY 410 Task Analysis & Prototyping	3	

Course Number and Title	Number of Credit Hours	* If New Course
Art Track (<i>Select five courses</i>)	15	
ARS 321 Animation: Organic Modeling	3	
ARS 322 Animation: 3D Animation	3	
ARS 324 Animation: Technical Arts	3	
ARS 325 Animation: Hard Surface Modeling	3	
ARS 326 Animation: Drawing Dynamic Figures	3	
ARS 327 Animation: Visual Story Dev	3	
ARS 328 Animation: Concept Art	3	
ARS 329 Animation: 2D Animation	3	
ARS 332 Graphic Design: Web Design	3	
ARS 334 Graphic Design: Web User Experience I	3	
ARS 335 Graphic Design: Typography I	3	
ARS 348 Digital Fabrication	3	
ARS 360 Drawing: Figure	3	
ARS 432 Graphic Design: Senior Project Management	3	
ARS 434 Graphic Design: Web User Experience II	3	
ARS 492 Art Internship	3	

DECISION ITEM: G-7

Bishop State Community College, Associate of Applied Science
in Aviation Manufacturing Technology (CIP 15.0801)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Aviation Manufacturing Technology.

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

Implementation Date: The proposed program will be implemented Spring 2026. Based on Commission policy, the proposed program must be implemented by January 1, 2028, 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 in 2027-28 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2031-33 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on licensure, related employment, and/or acceptance into a baccalaureate program.

Bishop State Community College (BIS) 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, 2033.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed AAS in Aviation Manufacturing Technology is designed to prepare graduates for employment in positions included on the 2024-2025 Alabama Demand Occupations List, including Aircraft Structure, Surfaces, Rigging, and Systems Assemblers, and Aircraft Mechanics and Service Technicians.
2. Region 7, which includes Mobile, is within third largest aviation corridor in the world, hosting major employers such as Airbus, Collins Aerospace, and VT Mobile Aerospace Engineering. The proposal includes letters of support from several industry partners indicating that the program will help meet the workforce demands of Mobile's aviation sector.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Bishop State Community College proposal, dated May 28, 2025, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post- Implementation Monitoring," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Bishop State Community College								
PROGRAM: Associate of Applied Science in Aviation Manufacturing Technology (CIP 15.0801)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$288,000	\$293,760	\$299,635	\$305,627	\$311,739	\$317,973	\$324,332	\$2,141,066
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$10,000	\$12,000	\$14,000	\$16,000	\$18,000	\$20,000	\$22,000	\$112,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$298,000	\$305,760	\$313,635	\$321,627	\$329,739	\$337,973	\$346,332	\$2,253,066
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$505,920	\$523,218	\$535,246	\$552,916	\$552,916	\$570,834	\$583,110	\$3,824,160
TOTAL	\$505,920	\$523,218	\$535,246	\$552,916	\$552,916	\$570,834	\$583,110	\$3,824,160
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	12	14	16	16	18	20	16
PART-TIME HEADCOUNT		75	75	75	75	75	75	75
TOTAL HEADCOUNT		87	89	91	91	93	95	91
NEW ENROLLMENT HEADCOUNT		12	14	16	16	18	20	16
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	9	11	12	12	14	15	12

Attachment 2
Summary of Background Information

Bishop State Community College
Associate of Applied Science in Aviation Manufacturing Technology

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

Program Description/Objectives: The proposed AAS in Aviation Manufacturing Technology will build upon Bishop's existing short-term certificate to provide a more comprehensive education that includes both technical proficiency and applied knowledge in areas such as quality control, safety standards, blueprint reading, and manufacturing processes. A full AAS degree will enhance a student's readiness for a broader range of positions and responsibilities within the industry. The Gulf Coast region, particularly Mobile, Alabama, is a nationally recognized hub for aerospace and aviation manufacturing. Companies such as Airbus, Collins Aerospace, and Continental Aerospace Technologies have established operations in the area, generating sustained demand for a skilled workforce trained in precision manufacturing, aerostructure assembly, and aircraft systems integration. Industry partners have consistently identified a gap in qualified entry-level technicians, especially those with technical training and applied knowledge in aviation manufacturing processes.

Student Learning Outcomes: Learning outcomes of the program include the following abilities:

1. Demonstrate the use of basic measurement tools and gages and perform field checks.
2. Understand the principles of threaded fasteners and torque and use various types of torque tools.
3. Use electrical measurement tools, including multimeter and insulation testers.
4. Identify proper safety procedures and use in sheet metal assembly, apply layout techniques, and demonstrate measurement of components, drilling, and riveting techniques.

Administration: The program will be administered by Dr. Klaus Tenbergen, Dean of Career Technical Education (CTE); and the Department of Aviation, Dr. Jeremy Daughtry, Associate Dean of CTE.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: No other ACCS institutions currently offer a program at CIP 15.0801. The following offer similar programs: Coastal Alabama, Calhoun, Enterprise, and Snead all offer AAS programs in both Airframe Technology (CIP 47.0607) and Powerplant Technology (CIP 47.0608). The Airframe Technology programs generally focus on the theory, maintenance, and repair of aircraft structures and systems, while the Powerplant Technology programs focus on mechanical maintenance of powerplant components such as aircraft engines and propellers. Bishop State's program will be tailored to aeronautical/ aerospace engineering technology and production.

Relationship to Existing Offerings: BIS's proposed AAS will utilize coursework from the existing CER in Aviation Manufacturing Technology (CIP 15.0801) and AAS/CER in Process and Maintenance Technology (CIP 15.0404). In addition to these programs, it will share resources with the Electronic Engineering Technology (CIP 15.0303) program. It will provide a stackable credentials pathway (from STC, CER, to AAS) for Bishop State students currently engaged in Airbus's direct hire programs to advance to middle-skills employment with an associate degree. Further, students who complete the associate degree pathway will be prepared to continue their education into aviation/aerospace bachelor's degree programs.

Collaboration: The new AAS pathway will extend the direct hire programs that Bishop State has in place with Airbus, and it may create opportunities to establish a registered apprenticeship in aviation.

Professional Licensure: The proposed program is not designed to prepare graduates for employment in occupations requiring licensure.

Industry Certification: Graduates of the proposed program will be required to earn National Coalition of Certification Center (NC3) Snap-on certifications, which provide industry recognized credentials that validate their proficiency with precision measurement tools, torque applications, and mechanical fundamentals. These certifications, developed in partnership with Snap-on, a global leader in professional tools and equipment, are widely respected by employers in the aviation and advanced manufacturing sectors. By incorporating NC3 certifications into the program, graduates demonstrate hands-on competency and job readiness, giving them a competitive advantage when seeking entry-level employment in roles such as aircraft assembly, maintenance, and systems installation. These credentials will ensure that graduates meet the skill expectations of industry partners in Mobile and the broader Region 7 Workforce. The proposal included letters of support from representatives of NC3 and Snap-on.

Admissions: There are no admission or selection criteria unique to this degree.

Mode of Delivery: The existing AMA courses are offered in-person at Bishop State's Southwest instructional site and the Faulkner Career Technical Center (dual enrollment) utilizing existing full-time and part-time faculty. The INT, ELT, and IST course work is offered in-person and hybrid at Bishop State's Downtown Campus. General Education coursework (outside of the natural science course which is completed at the Downtown Campus) may be completed at Bishop State's Southwest or Carver instructional sites. Currently, no course credit can be obtained through competence-based assessment.

Curriculum: The intended duration for the program is 4 semesters full-time students and 8 semesters for part-time students. Students can transfer a maximum of 19 credit hours (general education and ORI 105) into the program.

Curriculum Overview of Proposed Program	
Credit hours required in general education	16
Credit hours required in program courses	46
Credit hours in program electives/concentrations/tracks	0
Credit hours in advisor-approved electives	0
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	62

Employers in the aviation manufacturing sector are increasingly seeking candidates with more comprehensive education that includes both technical proficiency and applied knowledge in areas such as quality control, safety standards, blueprint reading, and manufacturing processes. A full AAS degree will enhance a student's readiness for a broader range of positions and responsibilities within the industry. While the existing short-term certificate offers entry-level skills, an associate degree will equip students with broader competencies in quality control, aerospace systems, and production management. The program will improve graduates' competitiveness for higher-paying roles and position them for career advancement within the aviation manufacturing sector.

Work-Based Learning: Each course is designed to provide multiple opportunities for engagement with industry partners, exposure to subject-matter experts, and applied learning experiences that mirror workplace culture and procedures. Students enrolled in the Aviation Manufacturing Technology program will learn to assemble, fit, and install parts of aircraft, such as fuselage, wings, and landing gear, using hand tools, power tools, and assembly jigs. Students who complete the program will be able to use structural assembly and blueprint interpretation, utilize precision measuring tools and manufacturing equipment, and understand manufacturing sector standards compliance and electrical systems and schematics. Students will also develop a comprehensive set of workplace and employability skills integrated throughout the curriculum. Program activities include financial literacy (e.g., opening a checking account, completing tax documents), career readiness (e.g., resume development, interview preparation, and mock interviews), and professional

skills (e.g., time management reinforced through the requirement to clock in and out daily). These structured experiences will foster habits of punctuality, accountability, and professional conduct. In addition, students will participate in site visits to local aviation manufacturing facilities, allowing them to observe industry practices directly and understand the broader economic impact of aviation manufacturing at both the regional and global levels. Bishop State also aims to develop registered apprenticeship opportunities in partnership with Airbus.

Industry Need: The proposed program is designed to prepare graduates for employment as Aircraft Structure, Surfaces, Rigging, and Systems Assemblers (SOC 51-2011, included on the 2024-2025 Region 7 Demand Occupations List), and Aircraft Mechanics and Service Technicians (SOC 49-3011, included on the 2024-2025 Statewide Demand Occupations List). The state's regional advisory board for Region 7, which includes Mobile, AL, has identified aviation and aerospace as key industry clusters in Southwest Alabama, recognizing their significant role in the region's economic development. The region is part of the third-largest aviation corridor in the world, hosting major employers such as Airbus, Collins Aerospace, and VT Mobile Aerospace Engineering. These companies require a skilled workforce proficient in areas like aircraft maintenance, avionics, and manufacturing processes. By introducing an AAS in Aviation Manufacturing Technology, educational institutions can directly contribute to meeting the workforce demands of Mobile's aviation sector. In addition, the proposal included letters of support from the following entities attesting to the industry need for this program:

- Alabama Technology Network
- AIDT
- Airbus
- ST Engineering

Student Demand: Bishop State currently offers both a short-term certificate (18 credit hours) and a long certificate (46 credit hours) in Aviation Manufacturing Technology. According to institutional data, from Summer 2022 to Spring 2025, demand for the short-term certificate pathway has been steady, with an average of 38 students per semester. In each of the most recent two academic years, BIS has graduated more than 80 STC students. The proposed AAS will provide a pathway for students to continue to the full associate degree, especially important for those engaged in direct hire programs with Airbus. The proposal also included a letter of support from the Faulkner Technical Career Center, which offers technical training for high school students in the Mobile County School System.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	4	3
	Part-Time Faculty		
	Administration	2	
	Support Staff	3	
New to be Hired	Full-Time Faculty		
	Part-Time Faculty		
	Administration		
	Support Staff		

Bishop State currently has four full-time aviation faculty. All have earned the NC3 Snap-on certifications that are incorporated into the program curriculum. Additionally, there are three full-time faculty members in advanced manufacturing who are qualified to teach some courses for the

proposed program. The College also has adequate full- time and part-time faculty who hold qualifications across the required hours in general education courses.

Equipment: Bishop State has budgeted \$112,000 over the first seven years to cover the cost of materials and supplied needed for the program. This will cover the purchase of items such as aluminum sheets, rivets, metal snips, aircraft grade drill bits, safety wire rolls, and minor tools.

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

Library: Bishop State Community College provides its students, faculty, and staff access and user privileges to both traditional and technological library collections and learning/information resources. Each campus has a Library/LRC that provides materials to support the college curriculum. The College also utilizes the Alabama Virtual Library, a collection of approved databases that have full-text magazine, journal, and newspaper articles for research. There are over 50 resources available through the Alabama Virtual Library including business, nursing, encyclopedias, literature, and others.

Program Budget: The proposal projects that \$2,253,066 in new funds will be required to support the program over the first seven years. It is expected to generate \$3,824,160 in tuition and fees over that same period.

Attachment 3

**Bishop State Community College
Associate of Applied Science in Aviation Manufacturing Technology**

Course Number and Title	Number of Credit Hours	*If New Course
General Education Courses	16	
ENG 101 English Composition I or ENG 131 Technical English	3	
Humanities/ Fine Arts Elective	3	
MTH 100 Intermediate College Algebra or higher	3	
History, Social, or Behavior Sciences Elective	3	
PHS 111 Physical Science I or PHS 112 Physical Science II or PHY 115 Technical Physics	4	
Program Courses	46	
AMA 101 Personal Success I, Industrial Safety and Intro to Aviation and Aviation Manufacturing	3	WBL
AMA 111 Aerostructure Assembly I	3	WBL
AMA 112 Aviation Electrical Measurement, Terminations, and Intro to Lean Manufacturing	3	WBL
AMA 212 Personal Success I and Intro to Aviation Electrical Assembly	3	WBL
AMA 211 Aerostructure Assembly II	3	WBL
AMA 110 Precision Measurement and Quality Controls	3	WBL
ORI 105 Orientation and Student Success	3	
ELT 108 DC Fundamentals or ELT 109 AC Fundamentals	3	
IST 233 Unit Operations	3	
INT 117 Principles of Industrial Mechanics	3	
INT 129 Industrial Safety and Maintenance Techniques	3	
IST 137 Industrial Process Equipment	5	
IST 167 Industrial Measurement	5	
ELT 117 AC/DC Machines	3	
Total Hours Required for Degree	62	

DECISION ITEM: G-8

Calhoun Community College, Associate of Applied Science in Theatre Design and Technology (CIP 50.0502)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Theatre Design and Technology.

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

Implementation Date: The proposed program will be implemented in Fall 2026. Based on Commission policy, the proposed program must be implemented by September 1, 2028, 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 2027-28 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).
3. That information regarding an overall assessment of the program will be provided, particularly related to objectives and assessment measures stated in the proposal, including data on related employment, professional certification, and/or acceptance into a baccalaureate program.

Calhoun Community College (CAL) 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, 2033.

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 AAS in Theatre Design and Technology will provide graduates with a baccalaureate pathway into Athens State University's BFA in Theatre (CIP 50.0501) with a concentration in Production Design.
2. The program will be delivered at the Alabama Center for the Arts in Decatur, a state-of-the-art facility that offers approximately 45,000 square feet of performing arts space, in partnership with Athens State University.
3. The program proposal includes letters of support from local and regional theatres attesting to the need for the program, including Dreamweaver's Children's Theatre, The Princess Theatre, and Red Mountain Theatre.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Calhoun Community College proposal, dated June 24, 2025, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04). Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Calhoun Community College								
PROGRAM: Associate of Applied Science in Theatre Design and Technology (CIP 50.0502)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$12,500	\$12,500	\$17,500	\$20,000	\$25,000	\$25,000	\$37,500	\$150,000
TOTAL	\$12,500	\$12,500	\$17,500	\$20,000	\$25,000	\$25,000	\$37,500	\$150,000
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	3	6	7	8	9	9	7
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	2	3	3	4	3	2.8
TOTAL HEADCOUNT	Year 1 - No data reporting required	5	8	10	11	13	12	9.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	7	8	10	10	15	9.2
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	2	5	7	8	11	12	7.5

Attachment 2
Summary of Background Information

Calhoun Community College
Associate of Applied Science in Theatre Design and Technology

Role: The proposed program is within the instructional role for Calhoun Community College (CAL).

Program Description: The proposed AAS in Theatre Design and Technology is designed to prepare students to apply artistic, technical, and dramatic principles and techniques to the communication of dramatic information, ideas, moods, and feelings through technical theatre methods. The program will include instruction in set design, lighting design, sound effects, theatre acoustics, scene painting, property management, costume design, and technical direction and production and use of computer applications to support these functions. Courses will be predominantly hands-on to prepare graduates for the field and build portfolio pieces to highlight their areas of expertise. Graduates will be prepared for entry-level employment or to continue their education by transferring directly into Athens State University's BFA in Theatre - Production Design.

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

1. Effectively articulate design and technical needs of a production.
2. Professionally critique design work and engage in self-evaluation to perfect design and technical process.
3. Display collaborative skills with other students in multiple design areas to develop a cohesive and unified production design.
4. Execute professional level scenery construction, lighting installation, makeup application, and engage in other hands-on assignments to prepare for the work force.
5. Apply studio art and drafting skills to make and modify design drafts for scenery, lighting, costuming, sound, and makeup.
6. Demonstrate a knowledge of theatre management through the creation of a fictional theatre company and learn to solve problems as an administrator.
7. Engage in other areas of theatre to appreciate all parts of the collaborative process.

Administration: The program will be administered by the Dean of Fine Arts, Kimberly Parker; and the Theatre Department, Jackie Vadney, Chair.

Public Review: The revised program proposal was posted on the Commission website from July 9, 2025 to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are currently no similar programs in the State of Alabama. The following associate degrees with the same CIP Code 50.0502 are offered in the SREB Region: AS in Theatre and Entertainment Technology, Chipola College, Florida; AS in Theatre Technology, St. John's River State College, Florida; and AS in Live Entertainment Design and Production, Valencia College, Florida.

Relationship to Existing Coursework: The proposed degree will share courses, faculty and facilities with the existing associate degree in General Studies - Theatre Concentration (Acting, Technical/Design, and Musical Theatre). Calhoun's Department of Fine Arts also offers programs in Visual Communications --Multimedia Production Technology (CIP 50.0602) and Music Technology (50.0999).

Collaboration: The program will be delivered at the Alabama Center for the Arts in Decatur, a state-of-the-art facility that offers approximately 45,000 square feet of performing arts space, in partnership with Athens State University. The proposed degree will serve as a feeder to ATSU's BFA in Theatre (CIP 50.0501) with a Concentration in Production Design. Calhoun hopes to partner with other four-year

institutions in future, including The University of Alabama, University of Alabama at Birmingham, University of Montevallo, Auburn University, and Jacksonville State University.

Professional Licensure: There is no professional licensure requirement for the occupations associated with this degree program.

Industry Certification: Students are required to complete OSHA 10 as part of the Scenery and Lighting coursework. OSHA 10 Certification is an industry-recognized certification for all technical areas of theatre. Students who wish to sit for the ETCP Entertainment Electrician Examination will automatically be awarded 3 points toward the eligibility requirements if their degree is specifically in Entertainment (Theatre) Technology instead of a general theatre degree.

Admissions: Students must meet the admission requirements of the College.

Mode of Delivery: Most of the course work will be delivered face-to-face at the Alabama Center for the Arts due to the emphasis on active and hands-on learning experience. Some courses, like Theatre Appreciation and select electives, can be taken as hybrid or online courses. The ACA was constructed less than ten years ago and contains industry standard equipment for all areas of technical theatre.

Curriculum: While the program is set up to allow students to transfer to another institution if desired, the focus of this degree is workplace readiness upon graduation. Students may transfer in a maximum of 30 credit hours to the proposed program. Full-time students will be able to complete the program in 2-3 years and part-time students in 4-5 years. CAL plans to develop four new courses to support the proposed program.

Curriculum Overview of Proposed Program	
Credit hours required in general education	30
Credit hours required in program courses	26
Credit hours in program electives/concentrations/tracks	9
Credit hours in free electives	0
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	65

Work-Based Learning: The courses are predominantly hands-on and work-based courses to prepare them for the field and to give them portfolio pieces to highlight their areas of expertise. Students will receive hands-on training in the core program courses to be prepared to seamlessly transition into the workforce upon graduation. As the College's productions become more student-led, students will gain valuable experience as Technical Directors, Production Managers, and Stage Managers. Calhoun's current facilities are operated with industry standard equipment, including but not limited to an ETC Eos Family lighting console, moving lighting fixtures, LED lighting fixtures, a Yamaha QL5 Sound Board, a complete set of Shure Wireless headset microphone, and a large venue projector. Experience with these specific brands and the most up-to-date equipment are essential to a student's employability.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations: Media Technical Directors/Managers (SOC 27-2012.05); Lighting Technicians (SOC 27-4015); and Audio and Video Technicians (SOC 27-4011, included on the 2024-25 Alabama Demand Occupations List). Analysis by labor market research firm Lightcast shows a high demand for Stage Technicians, Makeup Technicians, and Lighting Technicians in the areas surrounding Calhoun Community College. Published labor statistics reports focus on full- and part-time work and do not account for an extremely high demand of freelance designers and technicians. According to a working designer and technician in the field who has been working in Alabama for the last five years, there is too much opportunity for work and not enough qualified individuals to take it. Several local theatres have

indicated support for the new program, including the following who provided letters to accompany the proposal:

- Dreamweaver's Children's Theatre
- The Princess Theatre
- Red Mountain Theatre.

Student Demand: Calhoun's student enrollment in Theatre and Technical Theatre courses shows a steady increase. In conversations with existing and prospective students, many are leaving to pursue similar courses at four-year institutions because they desire a program that is specifically geared towards the technical arts and not just performance based. Calhoun can offer a similar program that provides affordability and convenience.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	2	
	Part-Time Faculty	2	
	Administration		
	Support Staff	2	
New to be Hired	Full-Time Faculty		
	Part-Time Faculty		
	Administration		
	Support Staff		

Calhoun has the current faculty/staff to support the potential courseload for incoming students.

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

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

Library: The current status of Calhoun's library collection is sufficient to support the theatre design and technology program, as they currently support the existing concentrations in Acting, Technical/ Design, and Musical Theatre.

Program Budget: The proposal projects that no new funds will be required to support the program in the first seven years. It is expected to generate \$150,000 in tuition and fees over that same period.

Attachment 3

Calhoun Community College
Associate of Applied Science in Theatre Design and Technology

Course Number and Title	Number of Credit Hours	*If New Course
General Education	30	
ENG101: English Composition I	3	
ENG102: English Composition II	3	
Literature Elective	3	
ORI 110 Freshman Orientation	1	
THR 120 Theatre Appreciation	3	
MTH 110 Finite Mathematics or MTH 112 Precalculus Algebra	3	
History Elective Sequence (2)	6	
Natural Science Electives (2)	8	
Program Courses	26	
THR 113 Theatre Workshop 1	1	*
THR 114 Theatre Workshop 2	1	*
THR 115 Theatre Workshop 3	1	*
THR 213 Theatre Workshop 4	1	*
THR 124 Theatre Technology Scenery and Lighting	3	
THR 131 Acting Techniques 1	3	
THR 210 Introduction to Theatrical Design	3	
THR 241 Voice and Speech for the Performer	3	
THR 221 Scenographic Techniques	3	
THR 224 Scenic Painting	3	*
THR 216 Theatrical Makeup	2	
THR 296 Directed Studies in Theatre	2	
Program Electives/Concentrations/Tracks (select 9 credit hours)	9	
THR 266 Fundamentals of Directing	3	
THR 141 Introduction the Dance in Theatre 1	2	
THR 251 Theatre for Children 1	3	
THR 252 Theatre for Children 2	3	
MIC 153 Audio Engineering Fundamentals	3	
MIC 253 Digital Audio Workstation Fundamentals	3	
RTV 119 Video Production 1	3	
VCM 172 Digital Illustration 1	3	
ART 283 Graphic Animation 1	3	
ART 126 Color	3	
ART 113 Drawing 1	3	
Total Hours Required for AAS Degree	65	

DECISION ITEM: G-9a

Reid State Technical College: Instructional Role Change and
Name Change to Reid State Community College

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the request from Reid State Technical College (REI) for an instructional role change at the associate level and expansion of its scope to include community college transfer programs; and

That the Commission approve the associated name change from Reid State Technical College to Reid State Community College to reflect the institution's updated role and scope.

Background:

According to the *Code of Alabama 1975*, Section 16-5-10 (7), the Alabama Commission on Higher Education 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 accordance with its authority to establish classifications for institutional role and scope, the Commission adopted "Guidelines for the Review and Approval of Instructional Role Change from Technical College to Community College" in December 2012. Since their adoption, the "Guidelines" have been used by the Commission in approving instructional role changes for Drake State Community and Technical College (September 2013) and for Trenholm State Community College (June 2015).

The "Guidelines" rely on the following distinctions between types of associate-granting institutions, as specified in the "Operational Definitions Recognized by the Commission" (Alabama Administrative Code, §300-2-1-.01, in effect through July 2025):

Community College: A lower-division institution which offers university parallel transfer programs which culminate in the award of Associate in Arts (AA) or Associate in Science (AS) degrees, as well as "career" or "applied" programs to prepare students for occupational, technical, and paraprofessional employment. The applied programs, varying in length, culminate in certificates, diplomas, or Associate in Applied Science (AAS) degrees. Considerable emphasis is placed on developmental/remedial studies and continuing education.

Technical College: A lower-division institution which offers occupational programs in trade and industrial, technical, and applied science fields. These programs culminate in certificates, diplomas, and associate degrees. Technical Colleges accredited by the Council on Occupational Education (COE) may grant the Associate in Applied Technology degree (AAT), while those accredited by the

Southern Association of Colleges and Schools Commission on Colleges (COC) may grant the Associate in Applied Science (AAS) degree. The technical college may not offer the transfer AA and AS degrees.

Staff recommendation for approval is based on the following rationale:

1. At its meeting in March 2025, the Alabama Community College System (ACCS) Board of Trustees approved a revised mission for Reid State Technical College that includes academic program designed for transfer to a university.
2. In June 2025, Reid State Technical College was awarded full institutional accreditation by the Southern Association of Colleges Commission on Colleges (SACSCOC).
3. At its meeting in July 2025, the ACCS Board of Trustees accepted Reid State's statement of intent to change its instructional role from a technical college to a community college, and the Board endorsed a name change for the institution to Reid State Community College, consistent with its instructional role.

Supporting Documentation:

1. Summary of Reid State Technical College's Request for Instructional Role and Name Change, attached.
2. SACSCOC Institutional Accreditation Letter for Reid State Technical College, dated June 26, 2025, attached.
3. Request for Instructional Role Change full documentation submitted by Alabama Community College System on July 14, 2025. Available upon request.
4. *Code of Alabama, 1975*, Sections 16-5-8 and 16-5-10 on ACHE duties and responsibilities. Available upon request.
5. ACHE "Guidelines for the Review and Approval of Instructional Role Change from Technical College to Community College." Available upon request.
6. "Operational Definitions Recognized by the Commission," Alabama Administrative Code, §300-2-1-.01, in effect through July 2025. Available upon request.
7. Academic Program Inventory for Reid State Technical College. Available upon request.

Attachment 1

Summary of Reid State Technical College's Request for Instructional Role Change

Institutional Overview:

Reid State Technical College (REI) is authorized to offer instruction and award degrees up to the associate level under the authority granted to the Alabama Community College System (ACCS) and its Board of Trustees by the Alabama Legislature, as specified in *Code of Alabama 1975*, Section 16-60-110, *et seq.* The College is located in Evergreen, Alabama, and its establishment was enabled by Alabama Trade School and Junior College Authority Act of 1963 (*Code of Alabama 1975*, Section 16-60-80, *et seq.*), which provided mechanisms for funding additional public trade schools and junior colleges across the State. In 1965, the Alabama State Legislature resolved that the new college in Evergreen should be named in honor of Ed E. Reid, and classes began there in 1966.

Reid State's service area includes its home county of Conecuh, along with Butler, Escambia, Wilcox, and the northeast corner of Monroe. In Fall 2024, Reid State had a total headcount of 641 students, with Full-Time Equivalent (FTE) students equaling 412. The College currently offers the following credit-bearing programs:

- Associate of Applied Technology (AAT)
 - Computer Information Science (CIP 11.0101)
 - Business Administration Technology/Office Administration (CIP 52.0401)
 - Industrial Electricity/Electronics Technology (CIP 47.0105)
 - Childcare Education and Development (CIP 19.0708)
- Associate in Occupational Technology (AOT, CIP 30.9999)
 - Welding with Industrial Maintenance concentration
- Long and Short-Term Certificates
 - Cosmetology (CIP 12.0401)
 - Cosmetology Instructor (CIP 12.0499)
 - Practical Nursing (CIP 51.3901)
 - Industrial Electricity/Electronics Technology (CIP 47.0105)
 - Welding (CIP 48.0508)
 - Diesel Technology (CIP 47.0605)
 - Health Sciences (various CIPs)

Institutional Mission and Board Approval:

At its meeting on March 12, 2025, the ACCS Board of Trustees approved a new mission for Reid State Technical College that allows for academic transfer offerings. The current mission statement for the College is the following:

"Reid State Technical College is an associate degree-granting institution that empowers individuals and transforms communities by providing accessible, high-quality academic and technical education that ignites lifelong learning and creates generational change."

Furthermore, at its meeting on July 9, 2025, the ACCS Board of Trustees accepted Reid State's statement of intent to change its instructional role from a technical college to a community college, and it endorsed the institution's request to change its name from Reid State Technical College to Reid State Community College, consistent with its revised mission.

Institutional Accreditation:

Reid State Technical College earned initial accreditation in 1972 from the Commission on Occupational Education Institutions (COEI) of the Southern Association of Colleges and Schools (SACS), and it maintained its accreditation through that agency until 1995, when COEI transitioned to an independent national agency known as the Council on Occupational Education (COE). Reid State has maintained its COE accreditation since then, most recently earning reaffirmation in March 2024.

Shortly after its COE reaffirmation, Reid State applied to become a candidate for initial accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). On June 12, 2025, SACSCOC awarded initial accreditation to Reid State Technical College, retroactive to January 1, 2025. Following this action, the Alabama Community College System Board of Trustees formally recognized the intent to change from COE to COC accreditation and change in instructional role matrix for Reid State Technical College. This change in the instructional role will signify the College's ability to meet the balanced needs for both academic and technical programs. In addition, the ACCS Board endorsed the name change from Reid State Technical College to Reid State Community College. The accreditation date is retroactive to January 1, 2025.

Rationale for Role Change:

Reid State seeks to design and implement innovative academic pathways that broaden education access, increase student advancement through stackable credentials, expand dual enrollment opportunities, and strengthen collaborations with education institutions and industry partners to promote student achievement and workforce preparedness. Expanding its instructional role to include academic transfer pathways will broaden access for current students to associate degrees in preparation for bachelor programs, enable dual enrollment students to earn transfer credits, and strengthen the college's ability to meet the needs of its education and business partners. In particular, offering a broader array of general education courses will enable Reid State to strengthen partnerships with local high schools to promote dual enrollment, early college programs, and seamless transitions into associate and bachelor's degree pathways.

Institutional Readiness:

The College initially seeks to offer two transfer-aligned associate degree programs, the Associate of Arts (AA) and Associate of Science (AS) in keeping with the statewide general education curriculum (Areas I-V) and associated articulation agreements administered through Alabama Transfers. In addition, general education components of the technical degree programs will be updated to reflect the diversity of course offerings that will be available in Areas I, II, III, and IV. These two additional degree programs are under consideration by the Commission at the September 2025 meeting as well. If approved by the Commission, Reid State will submit a substantive change prospectus to SACSCOC to ensure quality of proposed offerings.

The College has seen enrollment increases over the past three years and anticipates continued growth with the addition of the proposed transfer programs. Initial enrollment for the two programs is projected to be 100 students in the first year, with anticipated growth to 120 students by year three with consideration given to early transfers and graduates each year.

In preparation for its expanded role, the College has recently renovated Building 100 on the Evergreen campus, which serves as the primary space for academic courses, and planned for expansion and upgrades to the science lab. Any additional renovations to support the new programs will be scheduled to ensure minimal disruption.

Costs associated with developing and delivering the two new transfer associate programs have been specified in the business plans for the two new academic programs and will be considered under those Commission items.

Attachment 2

SACSCOC Institutional Accreditation Letter for Reid State Technical College



June 26, 2025

Dr. Coretta Boykin
President
Reid State Technical College
100 Highway 83
Evergreen, AL 36401

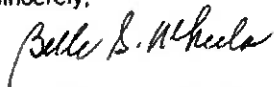
Dear Dr. Boykin:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during its meeting held on June 12, 2025:

The SACSCOC Board of Trustees awarded Initial Accreditation at Level I with the Southern Association of Colleges and Schools Commission on Colleges. The accreditation date is retroactive to **January 1, 2025**. The institution will be required to complete a Compliance Certification, a Quality Enhancement Plan and to receive a Committee in anticipation of reaffirmation of accreditation in 2030.

On behalf of the member institutions that make up SACSCOC, I welcome you and look forward to your involvement in this very important self-regulatory process. If you have any questions, please contact Dr. Crystal A. Baird, the staff member currently assigned to your institution

Sincerely,



Belle S. Wheelan, Ph.D.
President

BSW:ecr

cc: Dr. Crystal A. Baird, Vice President, SACSCOC

DECISION ITEM: G-9b

Reid State Technical College, Associate of Arts in Academic Transfer (CIP 24.0101)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Arts (AA) in Academic Transfer.

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

Implementation Date: The proposed program will be implemented Spring 2026. Based on Commission policy, the proposed program must be implemented by January 1, 2028, 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 in 2027-28 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2031-33 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That Reid State's accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), approves its request for substantive change to include the Transfer AA program.
4. That Reid State achieves reaffirmation of its institutional accreditation through SACSCOC.
5. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on students' related employment and transfer into baccalaureate programs.

Reid State Technical College (REI) 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, 2033.

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. Expanding Reid State's degree offerings to include academic transfer pathways will broaden access for current students to associate degrees in preparation for bachelor programs, enable dual enrollment students to earn transfer credits, and strengthen the college's ability to meet the needs of its education and business partners.
2. The proposed AA in Academic Transfer will provide flexible educational pathway in the liberal arts and humanities that will expand Reid's enrollment pipeline and enable it to pursue partnerships with high schools in its service area.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Reid State Technical College proposal, dated June 24, 2025, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post- Implementation Monitoring," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Reid State Technical College								
PROGRAM: Associate of Arts in Academic Transfer (CIP 24.0101)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$50,000	\$50,000	\$50,000	\$100,000	\$100,000	\$100,000	\$100,000	\$550,000
STAFF	\$0	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
EQUIPMENT	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$17,500
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$17,500
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$1,000	\$500	\$500	\$500	\$500	\$500	\$500	\$4,000
TOTAL	\$56,000	\$55,500	\$60,500	\$110,500	\$110,500	\$110,500	\$110,500	\$614,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
EXTERNAL	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$35,000
TUITION	\$64,225	\$98,610	\$98,610	\$124,560	\$124,560	\$160,890	\$160,890	\$832,345
TOTAL	\$79,225	\$103,610	\$103,610	\$129,560	\$129,560	\$165,890	\$165,890	\$877,345
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	30	30	40	40	50	50	40
PART-TIME HEADCOUNT		20	20	20	20	30	30	23
TOTAL HEADCOUNT		50	50	60	60	80	80	63
NEW ENROLLMENT HEADCOUNT		10	25	30	25	40	40	28
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	10	20	20	20	25	25	20

Attachment 2
Summary of Background Information

Reid State Technical College
Associate of Arts in Academic Transfer

Role: The expansion of instructional role for Reid State Technical College (REI) is up for consideration at the September 2025 Commission meeting. If the Commission approves the proposed instructional role change for REI, the proposed program will fall within its new instructional role that includes transfer programs. Because REI has not offered transfer associate programs before, REI will need to gain substantive change approval from its new accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Program Description/Objectives: The proposed AA in Academic Transfer is designed to provide a valuable educational pathway that provides a broad foundation in the liberal arts and humanities, prepares students for transfer to bachelor's degree programs, leads to entry-level careers, and offers flexibility and cost-effectiveness for students. The program will emphasize a broad education in subjects such as writing, humanities, and social sciences that will help develop essential skills like critical thinking, communication, problem-solving, and adaptability.

Student Learning Outcomes: Learning outcomes of the program include the following abilities:

1. Communicate effectively in both written and verbal formats for various audiences and purposes demonstrating clarity, organization, and engaging delivery techniques.
2. Recognize diversity and inclusion through the study of various perspectives and engage with global and local issues with cultural sensitivity. Recognize civic and ethical responsibilities.
3. Apply critical and creative thinking across disciplines, analyze and evaluate information use it to solve problems and make decisions.
4. Apply quantitative methods, perform accurate calculations, and use mathematical reasoning to solve problems.
5. Connect academic learning to professional goals and develop attitudes like curiosity, adaptability, and self-evaluation for continuous learning.

Administration: The program will be administered by Ginger Glass, Dean of Instruction; and the Department of Academics, Steven Preyear, Chair.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: The Transfer AA degree is considered a core offering for community colleges, and it is offered at all institutions in the Alabama Community College System, except for Ingram State Technical College.

Relationship to Existing Offerings: This program will share some general education courses with Reid's existing offerings, including courses in English, Speech, Psychology, Art, Mathematics, and Biology.

Collaboration: The AA program will provide curricula that enable students to enter four-year public institutions having earned junior status. Transfer pathways are established by the Alabama Articulation and General Studies Committee (AGSC) and maintained by Alabama Transfers. REI has no plans to explore program collaboration with other institutions at this time.

Professional Licensure: The Transfer AA program is not intended to prepare students for an occupation that requires licensure.

Admissions: There are no admission or selection criteria unique to this degree. The admission, grading, graduation, transcript, and transfer policies of students will not change; all students will follow the College's academic policies detailed in the catalog. As the program grows, personnel will be increased to accommodate student advisement and support.

Mode of Delivery: Courses for the program will be delivered both in-person and online. The college is working toward increasing course offerings via distance learning, and it has submitted a request to SACSCOC for approval to expand distance education offerings.

Curriculum: The intended duration for the program is 4 semesters for full-time students and 6 semesters for part-time students. Students can transfer a maximum of 45 credit hours into the program.

Curriculum Overview of Proposed Program	
Credit hours required in general education	41
Credit hours required in program courses	0
Credit hours in program electives/concentrations/tracks	0
Credit hours in advisor-approved electives	19-23
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	60-64

The AA degree will include general education courses in English, mathematics, humanities, and the social sciences. The interdisciplinary nature of the curriculum will allow graduates to explore different fields and potentially find career paths that align with their interests. The degree is designed to support transfer to a university for completion of studies.

Industry Need: The proposed program is designed as a pathway for students to transfer to a four-year institution and complete a bachelor's degree in a liberal arts or humanities field. The program can also directly lead to entry-level jobs in various occupations, including roles such as administrative assistant, customer service representative, and social and human service assistant.

REI has developed the Transfer AA and AS programs to support college-going and educational attainment for individuals in its service area, including recent high school graduates and those with some college but no degree. Many families in the region have limited post-secondary education. For example, Conecuh County has only 7.9% with an associate degree and 15.1% with a bachelor's degree. Median incomes in its service area range from \$32,000 (Wilcox) to \$44,447 (Escambia)—well below the national average. Poverty rates are above 25% in four of the five counties in its service area, with Wilcox at 35%. High poverty rates make low-cost education options attractive. Associate degrees with flexible scheduling options can support degree completion and career advancement.

Student Demand: The College's expansion to offer Associate in Arts (AA) and Associate in Science (AS) degrees is a strategic response to the educational, economic, and workforce development needs of its service area—Conecuh, Monroe, Escambia, Wilcox, and Butler counties in Alabama. Projected student demand for AA degrees is generally expected to be strong and growing. The program will offer flexible scheduling options, including part-time study and online or hybrid formats, which can be beneficial for students balancing work, family, and educational commitments.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	2	
	Part-Time Faculty	3	
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	2	
	Part-Time Faculty	4	
	Administration		
	Support Staff		

The College will hire two additional full-time faculty and four additional part-time faculty to support both the AA and AS programs. Costs for new faculty have been split evenly between the two proposed programs. AA faculty will need to be appropriately qualified to teach new courses in Humanities, English, Religious Studies, History, Psychology, Sociology, or Speech.

Equipment: Reid State has budgeted a total of \$35,000 to be shared across both the AA and AS programs. The amount will cover upgrades to existing science and technology labs, ongoing maintenance costs, lab materials, software, and instructional tools.

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

Library: The Edith A. Gray Library provides physical and digital resources, technology access, and tutoring services. The librarian has developed LibGuides for each degree program to ensure students access materials that are relevant to their course of study. Over the past several years, the College has significantly reduced its print collection of library resources with the vision of leading the Alabama Community College System in becoming a model college for offering its students a state-of-the-art collection of online library/learning resources through moving toward becoming largely a bookless library, while still providing a vast array of electronic resources to support the academic programs at RSTC. The College has budgeted \$17,500 for each program to maintain and expand digital collections, including ProQuest Central, NewsBank, Proxy services, and Tutor.com.

Other: Reid State has budgeted \$4,000 for future accreditation-related expenses, including the addition of new courses or certificates, and program evaluation and compliance.

Program Budget: The proposal projects that \$1,228,000 will be required to support both the AA and AS programs over the first seven years, with half (\$614,000) of the new costs assigned to the AA program. REI anticipates that \$10,000 will be reallocated from internal budgets for program start-up costs, and \$35,000 in external grants and donations will support the program. Over the first seven years, the AA program is expected to generate \$832,345 through tuition and fees.

Attachment 3

Associate of Arts in Academic Transfer
Reid State Technical College

Course Number and Title	Number of Credit Hours	*If New Course
General Education	41	
AREA I: ENG 101 English Composition I and ENG 102 English Composition II	6	
AREA II: ENG 251 American Literature I and ENG 252 American Literature II; <i>or</i> ENG 261 English Literature I and ENG 262 English Literature II; <i>or</i> ENG 271 World Literature I and ENG 272 World Literature II	6	
AREA II: Select Two: ART 100 Art Appreciation; THR 120 Theatre Appreciation; SPH Fundamentals of Oral Communication; SPH 107 Fundamentals of Public Speaking; REL 151 Survey of the Old Testament; REL 152 Survey of the New Testament	6	
AREA III: BIO 101 Intro to Biology I and BIO 102 Intro to Biology II; <i>or</i> BIO 103 Principles of Biology I and BIO 104 Principles of Biology II; <i>or</i> PHS 111 Physical Science I and PHS 112 Physical Science II	8	
AREA III: MTH 112 Precalculus Algebra or MTH 110 Finite Mathematics	3	
AREA IV: HIS 101 Western Civilization I and HIS 102 Western Civilization II; HIS 121 World History I and HIS 122 World History II; HIS 201 United States History I and HIS 202 United States History II	6	
AREA IV: Select Two: PSY 200 General Psychology; PSY 210 Human Growth and Development; SOC 200 Introduction to Sociology; SOC 210 Social Problems	6	
Program Electives	19-23	
AREA V: Courses appropriate to the degree requirements and major of the individual student and electives. This can include additional electives from Areas I-IV or major-specific courses. Students completing courses that have been approved for transfer by the AGSC and are appropriate to their major and/or degree program may transfer these courses with credit applicable to their degree program among two-year and four-year colleges and universities.	19-23	
Total Credit Hours for Degree	60-64	

DECISION ITEM: G-9c

Reid State Technical College, Associate of Science in Academic Transfer (CIP 24.0102)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Science (AS) in Academic Transfer.

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

Implementation Date: The proposed program will be implemented Spring 2026. Based on Commission policy, the proposed program must be implemented by January 1, 2028, 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 in 2027-28 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post- Implementation Monitoring" (Administrative Code 300-2-1-.04).
2. That the annual average number of graduates for the period 2027-28 through 2031-33 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That Reid State's accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), approves its request for substantive change to include the Transfer AS program.
4. That Reid State achieves reaffirmation of its institutional accreditation through SACSCOC.
5. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on licensure, related employment, and/or acceptance into a baccalaureate program.

Reid State Technical College (REI) 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, 2033.

Friday, September 12, 2025

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. Expanding Reid State's degree offerings to include academic transfer pathways will broaden access for current students to associate degrees in preparation for bachelor programs, enable dual enrollment students to earn transfer credits, and strengthen the college's ability to meet the needs of its education and business partners.
2. The proposed AS in Academic Transfer will provide a valuable educational pathway in science and mathematics, that prepares students for transfer to bachelor's degree programs and career opportunities in high-demand STEM fields.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Reid State Technical College proposal, dated June 24, 2025, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post- Implementation Monitoring," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Reid State Technical College								
PROGRAM: Associate of Science in Academic Transfer (CIP 24.0102)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$50,000	\$50,000	\$50,000	\$100,000	\$100,000	\$100,000	\$100,000	\$550,000
STAFF	\$0	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
EQUIPMENT	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$17,500
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$17,500
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$1,000	\$500	\$500	\$500	\$500	\$500	\$500	\$4,000
TOTAL	\$56,000	\$55,500	\$60,500	\$110,500	\$110,500	\$110,500	\$110,500	\$614,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
EXTERNAL	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$35,000
TUITION	\$64,225	\$98,610	\$98,610	\$124,560	\$124,560	\$160,890	\$160,890	\$832,345
TOTAL	\$79,225	\$103,610	\$103,610	\$129,560	\$129,560	\$165,890	\$165,890	\$877,345
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	No data reporting required	30	30	40	40	50	50	40
PART-TIME HEADCOUNT		20	20	20	20	30	30	23
TOTAL HEADCOUNT		50	50	60	60	80	80	63
NEW ENROLLMENT HEADCOUNT		10	25	30	25	40	40	28
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting required	10	20	20	20	25	25	20

Attachment 2
Summary of Background Information

Reid State Technical College
Associate of Science in Academic Transfer

Role: The expansion of instructional role for Reid State Technical College (REI) is up for consideration at the September 2025 Commission meeting. If the Commission approves the proposed instructional role change for REI, the proposed program will fall within its new instructional role that includes transfer programs. Because REI has not offered transfer associate programs before, REI will need to gain substantive change approval from its new accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Program Description/Objectives: The proposed AS in Academic Transfer is designed to provide a valuable educational pathway that provides a strong foundation in science and mathematics, prepares students for transfer to bachelor's degree programs, leads to career opportunities in high-demand fields, and offers flexibility and cost-effectiveness for students. The program will equip students with the necessary knowledge and skills for further study in science, technology, engineering, and mathematics (STEM) fields at the bachelor's degree level or for technical careers.

Student Learning Outcomes: Learning outcomes of the program include the following abilities:

1. Produce clear, organized, and focused written documents, demonstrating mastery of research, documentation, and proper mechanics and style.
2. Communicate effectively in oral presentations, demonstrating clarity, organization, and engaging delivery techniques.
3. Analyze information, evaluate different perspectives, and synthesize information from various sources.
4. Apply critical thinking and problem-solving skills across different academic disciplines and apply quantitative and empirical methodologies to analyze data and draw informed conclusions.
5. Collaborate effectively with others to achieve shared goals, demonstrating respect for diverse viewpoints.
6. Apply knowledge and skills to solve problems, both in academic and real-world contexts and integrate knowledge from various disciplines to address complex issues.
7. Recognize and understand different cultural, historical, and global perspectives.

Administration: The program will be administered by Ginger Glass, Dean of Instruction; and the Department of Academics, Steven Preyear, Chair.

Public Review: The program was posted on the Commission website from July 9, 2025, to July 28, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: The Transfer AS degree is considered a core offering for community colleges, and it is offered at all institutions in the Alabama Community College System, except for Ingram State Technical College.

Relationship to Existing Offerings: This program will share some general education courses with Reid's existing AAS programs, particularly in Computer Information Science and Office Administration, as well as with coursework in Biology and Mathematics.

Collaboration: The AS program will provide curricula that enable students to enter four-year public institutions having earned junior status. Transfer pathways are established by the Alabama Articulation

and General Studies Committee (AGSC) and maintained by Alabama Transfers. REI has no plans to explore program collaboration with other institutions at this time.

Professional Licensure: The Transfer AS program is not intended to prepare students for an occupation that requires licensure.

Admissions: There are no admission or selection criteria unique to this degree. The admission, grading, graduation, transcript, and transfer policies of students will not change; all students will follow the College's academic policies detailed in the catalog. As the program grows, personnel will be increased to accommodate student advisement and support.

Mode of Delivery: Courses for the program will be delivered both in-person and online. The College is working toward increasing course offerings via distance learning, and it has submitted a request to SACSCOC for approval to expand distance education offerings.

Curriculum: The intended duration for the program is 4 semesters full-time students and 6 semesters for part-time students. Students can transfer a maximum of 45 credit hours into the program.

Curriculum Overview of Proposed Program	
Credit hours required in general education	41
Credit hours required in program courses	0
Credit hours in program electives/concentrations/tracks	0
Credit hours in advisor-approved electives	19-23
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	60-64

An Associate of Science degree is a useful credential for students aiming for a foundation in science and technical areas, whether for employment or continued education. The interdisciplinary nature of the curriculum will allow graduates to explore different fields and potentially find career paths that align with their interests. Many entry-level positions don't require highly specialized knowledge and can be a good starting point for graduates with a general education degree.

Industry Need: The proposed program is designed as a pathway for students to transfer to a four-year institution and complete a Bachelor of Science (BS) degree in a STEM field. The program can also directly lead to entry-level jobs in various STEM-related occupations, including roles in computer science, healthcare, and engineering technology.

REI has developed the Transfer AA and AS programs to support college-going and educational attainment for individuals in its service area, including recent high school graduates and those with some college but no degree. Many families in the region have limited post-secondary education. For example, Conecuh County has only 7.9% with an associate degree and 15.1% with a bachelor's degree. Median incomes in its service area range from \$32,000 (Wilcox) to \$44,447 (Escambia)—well below the national average. Poverty rates are above 25% in four of the five counties in its service area, with Wilcox at 35%. High poverty rates make low-cost education options attractive. Associate degrees with flexible scheduling options can support degree completion and career advancement.

Student Demand: The College's expansion to offer Associate in Arts (AA) and Associate in Science (AS) degrees is a strategic response to the educational, economic, and workforce development needs of its service area—Conecuh, Monroe, Escambia, Wilcox, and Butler counties in Alabama. Projected student demand for AS degrees, particularly in STEM-related fields, is generally expected to be strong and growing. This projection is driven by the increasing demand for skilled workers in science, technology, engineering, and mathematics (STEM) fields. The program will offer flexible scheduling options, including

part-time study and online or hybrid formats, which can be beneficial for students balancing work, family, and educational commitments.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	2	
	Part-Time Faculty	3	
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	2	
	Part-Time Faculty	4	
	Administration		
	Support Staff		

The College will hire two additional full-time faculty and four additional part-time faculty to support both the AA and AS programs. Costs for new faculty have been split evenly between the two proposed programs. AS faculty will need to be appropriately qualified to teach new courses in Physical Sciences, Biology, or Mathematics.

Equipment: Reid State has budgeted a total of \$35,000 to be shared across both the AA and AS programs. The amount will cover upgrades to existing science and technology labs, ongoing maintenance costs, lab materials, software, and instructional tools.

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

Library: The Edith A. Gray Library provides physical and digital resources, technology access, and tutoring services. The librarian has developed LibGuides for each degree program to ensure students access materials that are relevant to their course of study. Over the past several years, the College has significantly reduced its print collection of library resources with the vision of leading the Alabama Community College System in becoming a model college for offering its students a state-of-the-art collection of online library/learning resources through moving toward becoming largely a bookless library, while still providing a vast array of electronic resources to support the academic programs at RSTC. The College has budgeted \$17,500 for each program to maintain and expand digital collections, including ProQuest Central, NewsBank, Proxy services, and Tutor.com.

Other: Reid State has budgeted \$4,000 for future accreditation-related expenses, including the addition of new courses or certificates, and program evaluation and compliance.

Program Budget: The proposal projects that \$1,228,000 will be required to support both the AA and AS programs over the first seven years, with half (\$614,000) of the new costs assigned to the AS program. REI anticipates that \$10,000 will be reallocated from internal budgets for program start-up costs, and \$35,000 in external grants and donations will support the program. Over the first seven years, the AS program is expected to generate \$832,345 through tuition and fees.

Attachment 3

Associate of Science in Academic Transfer
Reid State Technical College

Course Number and Title	Number of Credit Hours	*If New Course
General Education	41	
AREA I: ENG 101 English Composition I and ENG 102 English Composition II	6	
AREA II: ENG 251 American Literature I and ENG 252 American Literature II; or ENG 261 English Literature I and ENG 262 English Literature II; or ENG 271 World Literature I and ENG 272 World Literature II	6	
AREA II: Select Two: ART 100 Art Appreciation; THR 120 Theatre Appreciation; SPH Fundamentals of Oral Communication; SPH 107 Fundamentals of Public Speaking; REL 151 Survey of the Old Testament; REL 152 Survey of the New Testament	6	
AREA III: BIO 101 Intro to Biology I and BIO 102 Intro to Biology II; or BIO 103 Principles of Biology I and BIO 104 Principles of Biology II; or PHS 111 Physical Science I and PHS 112 Physical Science II	8	
AREA III: MTH 112 Precalculus Algebra or MTH 110 Finite Mathematics	3	
AREA IV: HIS 101 Western Civilization I and HIS 102 Western Civilization II; HIS 121 World History I and HIS 122 World History II; HIS 201 United States History I and HIS 202 United States History II	6	
AREA IV: Select Two: PSY 200 General Psychology; PSY 210 Human Growth and Development; SOC 200 Introduction to Sociology; SOC 210 Social Problems	6	
Program Electives	19-23	
AREA V: Courses appropriate to the degree requirements and major of the individual student and electives. This can include additional electives from Areas I-IV or major-specific courses. Students completing courses that have been approved for transfer by the AGSC and are appropriate to their major and/or degree program may transfer these courses with credit applicable to their degree program among two-year and four-year colleges and universities.	19-23	
Total Credit Hours for Degree	60-64	

INFORMATION ITEM: H-1

Distribution of 2025-2026 Alabama Student Assistance
Program (ASAP) Funds

Staff Presenter:

Mrs. Takena V. Jones
Grants and Scholarships Associate

Staff Recommendation:

For information only.

Background:

Due to the elimination of the Federal Leveraging Educational Assistance Partnership (LEAP) Program, the Alabama Student Assistance Program (ASAP) is funded through state appropriations only.

ASAP provides need-based grants to Alabama students to meet their educational costs of attending Alabama postsecondary institutions. Awards range from \$300 to \$5,000 for an academic year.

The ASAP distribution schedule used for the ASAP complies with the procedure outlined in the Alabama Student Assistance Program Regulations and Commission policy approved on August 21, 1987. Following these guidelines, ACHE staff has compiled the 2025-2026 ASAP Distribution Schedule.

Because most institutions in Alabama have converted from the quarter to the semester system, there will be insufficient funds in January to process second term payments – the normal time for making second term payments. For this reason, second term payments cannot be made until July, 2026 – well after the completion of the second semester.

Supporting Documentation:

1. ASAP distribution policy approved by the Commission on August 21, 1987 (available upon request).
2. 2025-2026 Alabama Student Assistance Program Institutional Distribution of State Funds. Attached.

INFORMATION ITEM: H-2

Implementation of For-Credit Non-Degree Certificate Programs

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

According to the Commission's Administrative Code, Rule §300-2-1.06 ("Reasonable Extensions and Alterations of Existing Programs of Instruction"), for-credit non-degree certificates fall under the Commission's responsibility to consider reasonable extensions and alterations of existing programs of study, since it is assumed that institutions will develop and deliver new for-credit non-degree programs using existing personnel, equipment, facilities, and other resources. Furthermore, review of new for-credit non-degree program offerings is necessary to ensure that the Commission maintains an accurate and comprehensive list of program offerings in its Academic Program Inventory.

Commission regulations state that institutions must notify the Commission before delivering instruction for new for-credit non-degree certificates, though institutions may begin advertising new non-degree programs once notification has been received by ACHE staff. In accordance with these regulations, the following institutions have sent notifications regarding the development of new non-degree programs indicated, with further details in the attached summary:

Four-Year Institutions

Athens State University

- Undergraduate Certificate in Public Health (CIP 51.2201, Level 1b)

Auburn University at Montgomery

- Undergraduate Certificate in Spanish (CIP 16.0905, Level 1b)

University of Alabama at Birmingham

- Graduate Certificate in Learning Design & Learning Sciences (CIP 13.0607, Level 6)
- Graduate Certificate in Applied Data Analytics and AI Engineering (CIP 14.0903, Level 6)
- Graduate Certificate in Ethical Dimensions of Artificial Intelligence (CIP 38.0104, Level 6)
- Graduate Certificate in Geographic Information Systems and Data Analysis (CIP 45.0702, Level 6)

- Undergraduate Certificate in Health Coaching (CIP 51.0001, Level 1b)
- Undergraduate Certificate in Occupational Safety and Health (CIP 51.2206, Level 1b)

University of Alabama in Huntsville

- Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner (CIP 51.3810, Level 8)

University of South Alabama

- Undergraduate Certificate in Applied AI (CIP 11.0401, Level 1b)
- Graduate Certificate in Urban Studies (CIP 45.0799, Level 6)

Two-Year Institutions

Bevill State Community College

- Short-Term Certificate in Facility Maintenance Technician-Air Conditioning and Refrigeration (CIP 15.0612, Level 1b)
- Short-Term Certificate in Facility Maintenance Technician-Electrical Systems (CIP 15.0612, Level 1b)
- Short-Term Certificate in Facility Maintenance Technician-Machine Tool (CIP 15.0612, Level 1b)
- Short-Term Certificate in Facility Maintenance Technician-Welding (CIP 15.0612, Level 1b)

Lurleen B. Wallace Community College

- Short-Term Certificate in Emergency Medical Services--Paramedics (CIP 51.0904, Level 1b)

Snead State Community College

- Short-Term Certificate in Preschool/Pre-K Child Development (CIP 19.0708, Level 1b)
- Short-Term Certificate in Management in Child Development (CIP 19.0708, Level 1b)
- Short-Term Certificate in Infant/Toddler Child Development (CIP 19.0708, Level 1b)
- Short-Term Certificate in Early Childhood Education (CIP 19.0708, Level 1b)

Wallace Community College--Dothan

- Short-Term Certificate in Medical Assistant (CIP 51.0710, Level 1b)
- Short-Term Certificate in EKG Technician (CIP 51.0902, Level 1b)

Supporting Documentation:

1. Summary of New For-Credit Non-Degree Certificate Programs, attached.
2. "Reasonable Extensions and Alterations of Existing Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

Attachment 1

Summary of New For-Credit Non-Degree Certificate Programs

FOUR-YEAR INSTITUTIONS

ATHENS STATE UNIVERSITY (ATSU)

Undergraduate Certificate in Public Health (CIP 51.2201, Level 1b)

Offered by the Department of Health and Life Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Public Health is designed to provide students with a solid foundation in public health principles and practices. Whether pursuing a career in a public agency, private sector, or nonprofit, students learn to assess, manage, and promote health initiatives that improve community well-being. Core topics include epidemiology, biostatistics, preventive medicine, healthcare policy, law and ethics, health economics, and strategic communication. The curriculum emphasizes administrative functions in healthcare systems and allows students to select an applied area of interest through electives. Students explore the societal role of public health locally, nationally, and globally, learning to analyze health data, address diverse health challenges, and understand the science of human health and disease. The program also develops skills in project planning and evaluation, examines the U.S. healthcare system and global models, and addresses ethical and policy dimensions, including the role of government and regulatory agencies. The proposed delivery format is hybrid. This certificate requires 15 credit hours.

AUBURN UNIVERSITY AT MONTGOMERY

Undergraduate Certificate in Spanish (CIP 16.0905, Level 1b)

Offered by the Department of History and World Cultures within the College of Liberal Arts Social Sciences, the Undergraduate Certificate in Spanish equips students with intermediate Spanish proficiency and cultural knowledge to interact effectively in diverse communities. Emphasizing communication, grammar, and cultural context, the program develops real-world skills valuable in today's global workforce. It prepares individuals to work with Spanish-speaking populations in both professional and community settings. Ideal for students in fields like Business, Nursing, Social Work, Education, Criminal Justice, and Communication Disorders, the program enhances career readiness by strengthening cross-cultural communication. Certificate holders are better prepared to support patients, serve clients, teach diverse classrooms, and contribute meaningfully in bilingual environments. The proposed delivery format is face-to-face and online. This certificate requires 17 credit hours.

UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)

Graduate Certificate in Learning Design & Learning Sciences (CIP 13.0607, Level 6)

Offered by the Department of Curriculum and Instruction within the School of Education and Human Sciences, the Graduate Certificate in Learning Design and Learning Sciences prepares students to meet growing opportunities in the evolving field of learning sciences. The program explores learning across diverse environments—from classrooms to corporate training, museums, and digital spaces. Students examine content delivery, learner cognition, instructional design, educator strategies, cultural factors, and assessment methods. Coursework includes educational psychology, learning strategies, instructional technology, cognition, measurement, and educational research design. Graduates can pursue careers as learning experience designers, instructional coordinators, training managers, educational consultants, corporate trainers, curriculum developers, EdTech entrepreneurs, or museum learning specialists. The program combines theory and practical tools to equip students to innovate and lead in educational and organizational contexts. The proposed delivery format is 100% online. This certificate requires 15 credit hours.

Graduate Certificate in Applied Data Analytics and AI Engineering (CIP 14.0903, Level 6)

Offered by the Department of Electrical and Computer Engineering within the School of Engineering, the Graduate Certificate in Applied Data Analysis and AI Engineering prepares students from diverse academic and professional backgrounds to thrive in today's data-driven landscape across government, public, and private sectors. The program equips learners with the technical and analytical skills needed to develop high-quality data analysis systems that are both timely and cost-effective. Students in this program explore key topics such as predictive modeling, data analysis and visualization, data mining, cloud computing, and software engineering. They gain hands-on experience with cutting-edge data modeling and analysis techniques, while also applying broad engineering principles to the design, implementation, and maintenance of software systems using various programming languages. The curriculum integrates foundational instruction in discrete mathematics, probability and statistics, computer science, and managerial science, with real-world applications to complex computing environments. Additionally, the program emphasizes the development of essential communication skills, ensuring graduates are well-prepared to convey technical information clearly and effectively to both clients and colleagues. The proposed delivery format is hybrid less than 50% online. This certificate requires 15 credit hours.

Graduate Certificate in Ethical Dimensions of Artificial Intelligence (CIP 38.0104, Level 6)

Offered by the Department of Philosophy within the College of Arts and Sciences, the Graduate Certificate in Ethical Dimensions of Artificial Intelligence explores ethical issues in professional and public spheres, focusing on their relevance to artificial intelligence. Students develop ethical frameworks, critical thinking skills, and philosophical foundations to guide the responsible development and use of AI technologies. Core topics include moral theory, logic, scientific reasoning, and theories of agency and consciousness – applied to real-world concerns like bias, fairness, privacy, transparency, and accountability. Coursework spans applied ethics areas, such as medical, legal, business, environmental, and criminal justice ethics. Designed for professionals in fields like medicine, computer science, engineering, and philosophy, the program prepares graduates to assess ethical challenges and propose reasoned solutions for AI integration in research, healthcare, education, and beyond. The proposed delivery format is hybrid less than 50% online. This certificate requires 15 credit hours.

Graduate Certificate in Geographic Information Systems and Data Analysis (CIP 45.0702, Level 6)

Offered by the Department of Political Science and Public Administration within the College of Arts and Sciences, the Graduate Certificate in Geographic Information Systems and Data Analysis prepares students to gather, manage, analyze, and visually communicate geographic data that informs policy decisions and drives positive change. This multidisciplinary program equips learners with practical skills in data collection, data cleaning, spatial analysis, and geospatial visualization enabling them to translate complex datasets into clear, actionable insights. Students gain a strong foundation in cartographic theory, GIS technologies, map design, remote sensing, photogrammetry, spatial analysis, and geodesy. Instruction emphasizes the application of mathematical, computer, and scientific methods to map and interpret geographic information across a range of sectors including government, research, industry, and public policy. Designed to align with both foundational and humanistic educational goals, the certificate offers students from any UAB graduate program the opportunity to apply their expertise to real-world social challenges through the lens of the built environment and geospatial data. The curriculum fosters collaboration across disciplines and encourages socially conscious problem-solving, all while providing an organized, flexible path that complements students' existing academic and professional goals. This certificate also prepares graduates for the demands of a competitive, data-driven job market in public, private, and academic settings. The proposed delivery format is face-to-face. This certificate requires 15 credit hours.

Undergraduate Certificate in Health Coaching (CIP 51.0001, Level 1b)

Offered by the Department of Human Services within the School of Education and Human Sciences, the Undergraduate Certificate in Health Coaching is designed for students passionate about promoting wellness, preventing disease, and making a difference in people's lives. Ideal for those looking to launch or enhance a career in health and wellness, this program blends science, strategy, and human connection to prepare students for meaningful roles in healthcare settings, corporate wellness programs, community organizations, and beyond. Students will explore a rich curriculum that integrates personal and community health, nutrition, epidemiology, stress management, physical fitness, and health behavior theory. Students can customize their coursework to align with their unique career interests and professional aspirations. The proposed delivery format is hybrid. This certificate requires 15 credit hours.

Undergraduate Certificate in Occupational Safety and Health (CIP 51.2206, Level 1b)

Offered by the Department of Environmental Health Sciences within the School of Public Health, the Undergraduate Certificate in Occupational Safety and Health prepares students to evaluate and improve health and safety conditions in industrial, commercial, and government settings. The program focuses on protecting workers' health, minimizing hazards, and ensuring compliance with regulatory standards in a variety of workplace environments. Students in this program study occupational safety standards, industrial hygiene practices, toxicology, and hazard assessment. They also gain hands-on experience with health hazard testing, safety equipment operation and maintenance, and the analysis of workplace behaviors, environments, and protective systems. Through this certificate, students develop the skills to assess the impact of workplace exposures to contaminants, physical hazards, poor ergonomics, and unsafe practices. They learn to apply effective control methods, implement safety procedures and policies, and ensure compliance with national occupational safety and health regulations. This program is ideal for students seeking specialized knowledge in workplace safety and public health, and it prepares them to become professionals capable of addressing the growing burden of occupational health and safety challenges across a broad range of industries. The proposed delivery format is hybrid 50% online. This certificate requires 15 credit hours.

UNIVERSITY OF ALABAMA IN HUNTSVILLE (UAH)

Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner (CIP 51.3810, Level 8)

Offered by the Department of Nursing within the College of Nursing, the Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner offers licensed nurses holding a Master of Science in Nursing (MSN) the opportunity to gain advanced, specialized training in psychiatric and mental health care. The program prepares advanced practice nurses to assess, diagnose, and treat individuals with mental health disorders across the lifespan and in a variety of clinical settings. Throughout the program, students integrate theoretical foundations from nursing, science, humanities, and scholarly inquiry into advanced nursing practice. They demonstrate evidence-based care that meets scientific, ethical, legal, and professional standards while delivering compassionate, person-centered services. Students will evaluate healthcare policies, delivery models, and organizational structures for their effectiveness in meeting the needs of diverse populations, now and in the future. Learners will be able to apply research findings to develop evidence-based practice policies and clinical protocols, improving care quality and patient outcomes. They use quality improvement processes in healthcare settings to promote safety and excellence, and they engage in effective intra- and inter-professional communication and collaboration to support the delivery of advanced care. Students also analyze systems-based strategies to improve health equity and expand access to care. Graduates of the program are well-equipped to lead in mental health care settings, develop and implement evidence-based interventions, and promote innovative, equitable solutions to address the nation's growing mental health needs. The proposed delivery format is hybrid with 33% clinical in-person. This certificate requires 24 credit hours.

UNIVERSITY OF SOUTH ALABAMA (USA)

Undergraduate Certificate in Applied AI (CIP 11.0401, Level 1b)

Offered by the Department of Information Systems and Technology within the School of Computing, the Undergraduate Certificate in Applied AI prepares students with the foundational knowledge and technical skills needed to work with AI-driven systems across various industries. This program focuses on the theory, structure, and processes behind information collection, transmission, storage, and utilization, both in traditional and digital environments. The curriculum will cover key areas, such as information organization, systems design, human-computer interaction, database development, networking, and communication technologies. The curriculum also explores how AI is applied in real-world contexts through instruction in machine learning, data analysis, automation, and decision-making systems. Through hands-on learning and project-based applications, students gain practical experience with tools and technologies used in AI development and deployment. The certificate addresses the growing industry demand for professionals skilled in applied AI and serves as a valuable credential for those pursuing careers in tech, business, data science, or continuing to a more advanced study in artificial intelligence and information sciences. The proposed delivery format is 100% online. This certificate requires 15 credit hours.

Graduate Certificate in Urban Studies (CIP 45.0799, Level 6)

Offered by the Department of Earth Sciences within the College of Arts and Sciences, the Graduate Certificate in Urban Studies will focus on development planning and community planning and will equip students with the tools to critically examine contemporary urban issues. Required coursework will include training in urban geography and geographic information sciences and technology. Through both coursework and a required internship, students will gain hands-on experience and practical insight into the challenges facing urban communities, particularly within the Mobile metropolitan area. The proposed delivery format is face-to-face. This certificate requires 16 credit hours.

TWO-YEAR INSTITUTIONS

BEVILL STATE COMMUNITY COLLEGE (BEV)

Short-Term Certificate in Facility Maintenance Technician - Air Conditioning and Refrigeration (CIP 15.0612, Level 1b)

The Facility Maintenance Technician - Air Conditioning and Refrigeration Short-Term Certificate program prepares students to support industrial operations through foundational technical skills focused on the installation, maintenance, and repair of air conditioning and refrigeration systems. Designed with industry needs in mind, this program introduces basic engineering principles alongside hands-on training in system components, diagnostics, and preventive maintenance practices. Students in this program learn to apply technical knowledge in support of industrial engineers and operations managers, with emphasis on efficiency, safety, and functionality in facility systems. The curriculum also develops core skills in industrial planning, organizational behavior, and workplace communication, laying the groundwork for further specialization or immediate employment in maintenance-related roles. Upon completion, graduates are prepared to assist in maintaining HVAC systems in a variety of commercial, industrial, and institutional settings, supporting efficient operations and occupant comfort. The proposed delivery format is face-to-face. This certificate requires 10 credit hours.

Short-Term Certificate in Facility Maintenance Technician -- Electrical Systems (CIP 15.0612, Level 1b)

The Facility Maintenance Technician – Electrical Systems Short-Term Certificate provides specialized training in electrical systems along with multi-craft skills essential for modern facility maintenance. Students learn to install, maintain, and repair electrical components in residential, commercial, and industrial settings. Hands-on instruction covers electrical theory, wiring, motors, controls, and code compliance, while also introducing foundational knowledge in ACR, machine tool technology, and welding. Students develop problem-solving abilities through real-world applications, learning blueprint reading, industrial safety, and diagnostic tool use. Graduates are prepared for entry-level roles in electrical maintenance and multi-trade facility support across industries like manufacturing, healthcare, education, and government. The proposed delivery format is face-to-face. This certificate requires 10 credit hours.

Short-Term Certificate in Facility Maintenance Technician -- Machine Tool (CIP 15.0612, Level 1b)

The Facility Maintenance Technician - Machine Tool Short-Term Certificate prepares students with foundational skills in precision machining and industrial systems essential to facility maintenance operations. The program focuses on machine tool technology while integrating cross-disciplinary training in air conditioning and refrigeration (ACR), electrical technology (ELT), and welding (WDT), offering a well-rounded introduction to industrial maintenance. Students develop hands-on experience with lathes, milling machines, grinders, and CNC equipment, learning to fabricate, modify, and repair machine components used in various facility systems. Emphasis is placed on technical accuracy, safety, blueprint reading, and measurement using industry-standard precision instruments. Upon completion, graduates will be prepared to assist in a variety of facility and industrial environments, equipped with both the practical and analytical skills to troubleshoot equipment, improve processes, and contribute to the operational success of manufacturing, utilities, and service facilities. The proposed delivery format is face-to-face. This certificate requires 10 credit hours.

Short-Term Certificate in Facility Maintenance Technician -- Welding (CIP 15.0612, Level 1b)

Facility Maintenance Technician - Welding Short-Term Certificate provides students with technical skills in welding processes and fabrication methods essential to facility maintenance and industrial operations. This program focuses on welding technology while introducing foundational knowledge in related disciplines such as air conditioning and refrigeration (ACR), electrical technology (ELT), and machine tool technology (MTT), equipping students for multi-skilled maintenance roles. Students gain hands-on experience in shielded metal arc welding (SMAW), gas metal arc welding (GMAW), and other industry-relevant techniques used in structural and equipment repair. Instruction emphasizes safety, blueprint reading, metallurgy, and the use of welding tools and equipment in alignment with industry codes and standards. The program also prepares individuals to support industrial engineers and facility managers by applying basic engineering principles, process improvement techniques, and maintenance strategies. Coursework includes topics such as industrial planning, human factors, organizational behavior, computer applications, and technical communication. Upon completion, graduates are prepared to assist with fabrication, maintenance, and repair tasks across a variety of industries, bringing a blend of welding expertise and cross-functional technical knowledge to support the efficiency and reliability of facility operations. The proposed delivery format is face-to-face. This certificate requires 10 credit hours.

LURLEEN B. WALLACE COMMUNITY COLLEGE (LBW)

Short-Term Certificate in Emergency Medical Services -- Paramedics (CIP 51.0904, Level 1b)

The Emergency Medical Services - Paramedics Short-Term Certificate program provides students with classroom instruction, hands-on lab practice, and clinical experiences to prepare competent, entry-level paramedics. The curriculum equips students to recognize, assess, and manage medical emergencies in prehospital settings under the remote supervision of physicians. Students learn to describe the structure and function of the prehospital care system, guide patient assessment and management, provide care for diverse populations experiencing medical emergencies, and apply safe work practices in trauma care. The program includes instruction in basic, intermediate, and advanced EMT procedures; emergency surgical interventions; medical triage; rescue operations; crisis scene management; and supervision of ambulance personnel. Students also gain experience in equipment operation and maintenance, drug administration, disease and injury identification, communication systems, computer operations, and professional standards and regulations. Upon successful completion, students are eligible to take the National Registry of Emergency Medical Technicians (NREMT) Certification Exam. The proposed delivery format is face-to-face. This certificate requires 28 credit hours.

SNEAD STATE COMMUNITY COLLEGE (SND)

Short-Term Certificate in Preschool/Pre-K Child Development (CIP 19.0708, Level 1b)

The Preschool/Pre-K Short-Term Certificate program prepares students for meaningful careers with young children in diverse settings, including public schools, childcare centers, family childcare homes, and Head Start programs. It also supports current early childhood professionals in enhancing their skills and deepening their expertise. Specific coursework introduces students to the health and safety concerns of working with young children, appropriate methods and materials for use at various ages, the value and challenges of working with diverse families, the unique situations facing children with exceptional needs, and the rewards associated with the administration of a childcare center or program. Students will develop a broad base of child development knowledge, which will prepare them to plan developmentally appropriate experiences for children from birth through early childhood. Students may enter the program with no childcare experience or work toward a degree or certificate while working with young children. The proposed delivery format is hybrid more than 50% online. This certificate requires 10 credit hours.

Short-Term Certificate in Management in Child Development (CIP 19.0708, Level 1b)

The Management in Child Development Short-Term Certificate explores the principles and practices of effective management within early childhood education programs. Students examine the roles and responsibilities of administrators in child development settings, including staffing, budgeting, licensing regulations, program planning, facility operations, and family and community engagement. Emphasis is placed on developing leadership skills, understanding state and federal guidelines, and creating high-quality learning environments that support the developmental needs of young children. Students also learn strategies for supervising staff, maintaining compliance with health and safety standards, and implementing developmentally appropriate policies and procedures. Designed for current and aspiring leaders in early childhood education, this course provides the foundational knowledge necessary to manage childcare centers, preschools, and other child development programs effectively and ethically. The proposed delivery format is hybrid more than 50% online. This certificate requires 10 credit hours.

Short-Term Certificate in Infant/Toddler Child Development (CIP 19.0708, Level 1b)

The Infant/Toddler Child Development Short-Term Certificate Program provides students with essential knowledge and skills to begin or enhance a career in early childhood education. This program introduces the fundamental principles of child growth and development, health and safety practices, positive

guidance techniques, and developmentally appropriate learning environments for children from birth through eight. Designed for individuals seeking immediate entry into the workforce or looking to build upon existing childcare experience, the certificate prepares students for employment in childcare centers, Head Start and Early Head Start programs, and other early learning settings. All coursework is aligned with professional standards and may be applied toward a long-term certificate or associate degree in child development. The proposed delivery format is hybrid more than 50% online. This certificate requires 10 credit hours.

Short-Term Certificate in Early Childhood Education (CIP 19.0708, Level 1b)

The Early Childhood Education Short-Term Certificate program is designed to prepare students for immediate employment in early childhood settings and to support those already working in the field in strengthening their skills and qualifications. This certificate provides foundational knowledge in child growth and development, along with practical skills needed to work effectively with young children from birth through age eight. Students in the program explore the history and theories of early childhood education, gain insight into developmental milestones, and learn how to create nurturing, safe, and developmentally appropriate environments. The curriculum includes coursework on child health and safety, guidance techniques, curriculum planning, family engagement, and inclusive practices for children with special needs. The certificate is ideal for individuals seeking entry-level positions in childcare centers, Head Start and Early HeadStart programs, family childcare homes, and preschool settings. It also benefits current childcare workers who want to enhance their credentials or work toward a degree. Upon completion, students are well-equipped to provide high-quality care and learning experiences that support the overall development and well-being of young children. The proposed delivery format is hybrid more than 50% online. This certificate requires 10 credit hours.

WALLACE COMMUNITY COLLEGE--DOTHAN (WSD)

Short-Term Certificate in Medical Assistant (CIP 51.0710, Level 1b)

The Medical Assistant Short-Term Certificate program prepares students to perform routine administrative duties in medical, clinical, and healthcare office settings under the supervision of office managers and healthcare professionals. This program equips students with essential front-office skills needed to support daily operations in a medical environment. Students gain knowledge and hands-on training in general office procedures, data entry, medical record-keeping, scheduling, billing, and insurance processing. The curriculum also covers office equipment operation, business regulations, and professional communication skills, with an emphasis on the unique responsibilities found in medical and clinical settings. Upon completion, students are prepared for entry-level employment in medical offices, clinics, and healthcare systems, and may qualify to sit for the National Health career Association (NHA) Medical Administrative Assistant certification exam. This certificate also serves as a stackable credential that can be applied toward continued progress in the Medical Assistant Associate Degree program. The proposed delivery format is face-to-face. This certificate requires 27 credit hours.

Short-Term Certificate in EKG Technician (CIP 51.0902, Level 1b)

The EKG Technician Short-Term Certificate program prepares students to perform electrocardiographic (EKG/ECG) diagnostic procedures under the supervision of physicians and nurses. Students learn to administer cardiovascular tests, monitor heart rhythms, and report results to support patient care and clinical decision-making. The curriculum covers essential topics such as basic anatomy and physiology, the cardiovascular system, medical terminology, and the effects of cardiovascular medications. Students also develop skills in patient care, EKG/ECG administration, equipment operation and maintenance, rhythm interpretation, and patient record management. Emphasis is placed on professional standards, ethics, and communication within the healthcare team. Upon completion, students are prepared to assist in the diagnosis and treatment of heart-related conditions in hospitals, clinics, and other medical settings. The proposed delivery format is face-to-face. This certificate requires 25 credit hours.

INFORMATION ITEM: H-3

Changes to the Academic Program Inventory

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Alabama Administrative Code §300-2-1-.06 ("Reasonable Extensions and Alterations of Existing Instruction") provides that an institution may make certain substantive modifications to its program offerings so long as the Commission is notified before the change is implemented. Most changes to the Academic Program Inventory are considered substantive -- requiring notification, provided that no changes in program requirements, content, or objectives are made.

For existing degree programs, such changes include the following: updates in award nomenclature, except for doctoral degrees, which require Commission approval for nomenclature changes; updates to program titles or Classification of Instructional Program (CIP) codes, provided that the new title or CIP code replaces an earlier designation; and changes to program status, including placing programs on inactive or deleted status.

For existing for-credit non-degree certificate programs, the following changes are considered substantive -- requiring notification and are primarily intended to ensure that the Academic Program Inventory remains current: updates to CIP codes, changes in certificate award level, and changes to program status.

ACHE staff has reviewed documentation submitted by institutions for updates to their Academic Program Inventory and determined that the changes summarized below are substantive -- requiring notification and do not require Commission approval.

Supporting Documentation:

1. Summary of Changes to Existing Degree Programs, attached.
2. Summary of Changes to Existing For-Credit Non-Degree Certificate Programs, attached.
3. Academic Program Inventory. Available on the Commission's Website: www.ache.edu.
4. "Reasonable Extensions and Alterations of Existing Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.06. Available upon request.
5. Written unpublished documentation provided by the institutions. Available upon request.

Attachment 1
Summary of Changes to Existing Degree Programs

A. Changes in Award Nomenclature, Program Title, or CIP Code

The following changes in award nomenclature, program title, or CIP code represent no changes in program requirements, content, and objectives and are recommended as information items. The existing record in the Academic Program Inventory appears on top with strikethrough text, with the updated record on the bottom.

<i>Institution</i>	<i>Nomenclature</i>	<i>Program Title</i>	<i>CIP</i>
Athens State University	MFA	Integrative Design Integrative Art	50.0702
Auburn University	BS	Biomedical Sciences—Interdisciplinary Health Sciences Biomedical Sciences-- Health Sciences	26.0102
Auburn University	BS	Applied Mathematics—Applied Discrete Mathematics Option Applied Mathematics—Data Science Option	27.0301
University of Alabama at Birmingham	BS	Industrial Distribution Distribution	52.0299
University of Alabama at Birmingham	BSEd BS	Elementary Education and Teaching	13.1202
University of Alabama at Birmingham	BSEd BS	Secondary Education and Teaching	13.1205
University of Alabama at Birmingham	BSEd BS	Early Childhood Education and Teaching	13.1210
University of Alabama at Birmingham	BSEd BS	Kinesiology Physical Education Teaching and Coaching: Kinesiology	13.1314
University of Alabama at Birmingham	BS	Biobehavioral Nutrition and Wellness Nutrition Sciences	30.1901

B. Changes in Program Status (Program Closures)

Institutions seeking to close an existing degree program must notify ACHE of the program status change once their program teach-out plan has been approved by their accrediting agency. When a program's status is changed from active to deleted, the institution may teach out the students who have already matriculated into the program, but no new students can be enrolled. For inactive status, a program must be considered viable prior to the status change, and the institution has five years to reinstate the program to active status, after which time the program will be marked as deleted. An institution may not reactivate a deleted program without Commission approval.

UNIVERSITIES

- **Troy University**, BS in Electrical Engineering Technology (CIP 15.0399) – Deletion Requested
- **University of Alabama at Birmingham**, MS in Occupational Therapy (CIP 51.2306) – Deletion Requested
- **University of North Alabama**, BA/BS in Communication Arts (CIP 09.0101) – Deletion Requested
- **University of North Alabama**, BA/BS in Physics (CIP 40.0801) – Deletion Requested
- **University of South Alabama**, BFA in Dramatic Arts (CIP 50.0501) – Inactivation Requested, to be Deleted in 2030

TWO-YEAR INSTITUTIONS

- **Bevill State Community College**, AAS/CER in Industrial Mechanics and Maintenance Technology (CIP 47.0303) – Deletion Requested
- **Lurleen B. Wallace Community College**, AAS/STC in Computer Science (CIP 11.0101) – Deletion Requested
- **Trenholm State Community College**, CER/STC in Cosmetology (CIP 12.0401) – Deletion Requested
- **Trenholm State Technical College**, AAS/CER in Drafting and Design Technology (CIP 15.1301) – Deletion Requested
- **Trenholm State Community College**, CER/STC in Automotive Body Repair (CIP 47.0603) – Deletion Requested
- **Trenholm State Community College**, AAS/CER/STC in Machine Tool Technology (CIP 48.0501) – Deletion Requested
- **Trenholm State Community College**, AAS/CER/STC in Emergency Medical Paramedic III (CIP 51.0904) – Deletion Requested

Attachment 2

Summary of Changes to Existing For-Credit Non-Degree Certificate Programs

A. Changes in CIP Code or Program Level

The following changes to CIP code or program level as reported to the Integrated Postsecondary Education Data System (IPEDS) require notification to ensure that the Academic Program Inventory remains current. Changes to program titles for non-degree certificates are considered non-substantive and can be processed by ACHE staff without formal notification to the Commission.

<i>Institution</i>	<i>Program Level</i>	<i>Program Title</i>	<i>CIP</i>
University of North Alabama	Post-Baccalaureate Short-Term Certificate	College of Business Data Science	11.0101
University of North Alabama	Post-Baccalaureate Short-Term Certificate	Certificate in Teaching English to Speakers of Other Languages	23.0101
University of North Alabama	Post-Baccalaureate Short-Term Certificate	Certificate in Professional Writing	23.0103
University of North Alabama	Post-Baccalaureate Short-Term Certificate	Certificate in Law Enforcement	43.0103
University of North Alabama	Post-Baccalaureate Short-Term Certificate	Certificate in Child Welfare Practice	44.0702
University of North Alabama	Post-Baccalaureate Short-Term Certificate	Sanders College of Business and Technology Study Abroad Certificate	52.0201
University of North Alabama	Post-Baccalaureate Short-Term Certificate	Global Business	52.0601 52.1101
University of South Alabama	Post-Master's Post Baccalaureate	Graduate Certificate in English for Speakers of Other Languages	13.0201

B. Changes in Program Status (Program Closures)

Closing non-degree certificate programs requires prior notification to ensure that the Academic Program Inventory remains up to date.

- **Lurleen B. Wallace Community College**, STC in Computer User Support Specialist (CIP 11.0101) – Deletion Requested

INFORMATION ITEM: H-4

Curricular Modifications for Existing Degree Programs

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Alabama Administrative Code §300-2-1-.06 ("Reasonable Extensions and Alterations of Existing Programs of Instruction") provides that an institution may make certain substantive modifications to its program offerings so long as the Commission is notified before the change is implemented. The following curricular changes for degree programs are considered substantive – requiring notification:

1. Addition of Program Options: An institution may request to add an option to an existing degree program when the option constitutes less than 50% of the total program coursework and shares a common program core with the other options of the same degree program.
2. Substantive Changes to Degree Requirements: Modifications to program coursework or other degree requirements that affect between 25% and 49% of the curriculum are considered substantive – requiring notification and may be implemented after being presented to the Commission as information items. Modifications that affect less than 25% of the curriculum are considered non-substantive and do not require notification. Proposed modifications that will affect 50% or more of the curriculum must be approved by the Commission, unless changes are required for specialized accreditation or professional licensing entities. Institutions are responsible for determining the percentage of the program to be modified.
3. Addition of a Long Certificate to an Existing Associate Pathway: An institution may add a long certificate (CER) with prior notification (rather than program approval) only if all of the coursework for the CER also meets requirements for an existing associate degree at the same CIP, and if no new resources are required to implement the CER.

In reviewing the documentation submitted by institutions, ACHE staff has determined that the curricular changes summarized in the attachments do not require Commission approval and can be processed as information items.

Supporting Documentation:

1. Addition of Options to Existing Programs of Instruction, see attached.
2. Summary of Other Curricular Modifications, see attached.
 - a. Substantive Changes to Degree Requirements
 - b. Additions of Long Certificates to Associate Pathways

3. "Reasonable Extensions and Alterations of Existing Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
4. Written unpublished documentation provided by the institutions. Available upon request.

Attachment 1

Addition of Options to Existing Programs of Instruction

Options can be variously referred to as concentrations, tracks, specializations, or emphases. Consistent with Commission policy and operational definitions, options will not be identified separately in the Commission's Academic Program Inventory, and an institution may not identify an option as a standalone degree program. Typically, options are offered at the baccalaureate level and above.

Alabama A&M University

1. Addition to a Concentration in Plant Biotechnology to the existing BS in Environmental Science (CIP 01.9999)
2. Addition of the following Options within the existing MS in Plant and Soil Science (CIP 01.9999)
 - a. Environmental, Soil, and Water Science Specialization (Thesis/Non-Thesis)
 - b. Horticulture Specialization (Thesis/Non-Thesis)
 - c. Natural Resource Management Specialization (Thesis/Non-Thesis)
 - d. Spatial Science Specialization (Non-Thesis)
3. Addition of the following Concentrations within the existing PhD in Plant and Soil Science (CIP 01.9999)
 - a. Environmental, Soil, and Water Science Concentration
 - b. Horticulture Concentration
 - c. Natural Resource Management Concentration
 - d. Spatial Science Concentration
4. Addition of a Specialization in Music Education to the existing PhD in Curriculum and Instruction (CIP 13.0301)
5. Addition of a Concentration in Business Analytics to the existing BS in Business Administration (CIP 52.0201)
6. Addition of a Concentration in Music Industry to the existing BM in Music (CIP 50.0901)

Alabama State University

1. Addition of a Concentration in Blind-Low Vision to the existing MS in Rehabilitation Counseling (CIP 51.2310)

Athens State University

1. Addition of a Track in Dental Public Health to the existing BS in Public Health (CIP 51.2201)

Auburn University

1. Addition of an Option in Healthcare Systems to the existing MEM in Engineering Management (CIP 15.1501)

Auburn University at Montgomery

1. Addition of a Concentration in Biochemistry within the existing BS in Chemistry (CIP 40.0501)

University of Alabama at Birmingham

1. Addition of a Concentration in Theatre Education within the existing BA in Theatre (CIP 50.0501)
2. Addition of a Concentration in Science, Innovation, and Technology within the existing BS in Industrial Distribution (CIP 52.0299)

University of Alabama in Huntsville

1. Addition of a Concentration in Accounting within the existing MS in Business Analytics (CIP 30.7102)
2. Addition of a Concentration in Accounting within the existing MBA in Business Administration (CIP 52.0201)
3. Addition of a Concentration in Accounting within the existing MS in Information Systems (CIP 52.1201)

University of Montevallo

1. Addition of a Concentration in Theatre Management within the existing BA/BS in Theatre (CIP 50.0501)
2. Addition of a Concentration in Theatre Management within the existing BFA in Theatre (CIP 50.0501)

University of North Alabama

1. Addition of the following Concentrations within the existing BA/BS in Geography (CIP 45.0701):
 - a. Professional Geography
 - b. Sustainability

University of South Alabama

1. Addition of a Concentration in Law, Ethics, and Leadership within the MPA in Public Administration (CIP 44.0401)
2. Addition of the following Concentrations within the existing MBA in Business Management and Administration (CIP 52.0201):
 - a. Marketing
 - b. Economics and Finance

University of West Alabama

1. Addition of an Option in LPN-RN to the existing ASN in Nursing (CIP 51.3801)

Attachment 2

Summary of Other Curricular Modifications

a. Substantive Changes to Degree Requirements

The following institutions have notified the Commission of substantive changes to curriculum that do not require Commission approval, such as those affecting between 25% and 49% of the curriculum for an existing degree program and changes required by licensing or accrediting entities. Institutions may begin advertising the program with the modified curriculum once notification has been received by ACHE staff, but they should not begin delivering the updated curriculum until the change has been presented as an Information Item.

NONE

b. Additions of Long Certificates to Associate Pathways

This type of curricular modification typically applies to two-year institutions only. The following college(s) have notified the Commission that they intend to add a long certificate (CER) to their program inventory at IPEDS Level 2 and that a new program proposal is not required since the CER is considered a component of an existing associate degree.

Bevill State Community College

1. Addition of a Long Certificate (IPEDS Level 2) in Facility Maintenance Technician to the existing AAS in Facility Maintenance Technician (CIP 15.0612)

INFORMATION ITEM: H-5

Updates to Academic Units

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

According to the Commission's definitions relating to academic units (Alabama Administrative Code, §300-2-1-.11[9] *et seq.*), an academic unit has a reporting relationship with the institution's chief academic officer and may be considered instructional or non-instructional. A "unit of instruction" offers instructional courses or other activities for academic credit. There are two types:

- (i) Major Instructional Unit: Division, college, or school that comprises several minor units of instruction.
- (ii) Minor Instructional Unit: Department or other unit offering degree programs, cross-disciplinary or multi-disciplinary consortium offering coursework but no degree programs.

Administrative changes to minor units of instruction, such as establishing a new department, combining two or more departments into a single department, or dividing a department into two or more departments, typically require prior notification to the Commission. If the administrative change affects a major unit of instruction or requires additional expenditures to implement, Commission approval may be required.

Establishment of or changes to non-instructional academic units, including units of administration, research, and public service, also require prior notification to the Commission.

ACHE staff has reviewed the submissions included in Attachment 1 as updates to academic units that require prior notification only.

Supporting Documentation:

- 1. Updates to Academic Units Requiring Notification Only, attached.
- 2. "Evaluation of Changes to Instructional Role and Academic Units," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.11. Available upon request.
- 3. Written unpublished documentation provided by the institutions. Available upon request.

Attachment 1

Updates to Academic Units Requiring Notification Only

A. Changes to Major Units of Instruction Not Requiring Approval

University of Alabama

1. Reorganization of instructional units within the Capstone College of Nursing resulting in the replacement of the current departments with the following units:
 - a. Division of Nursing Practice
 - b. Division of Nursing Leadership
 - c. Division of Nursing and Health Advancement

Troy University

1. Change in the Name of the College of Arts and Sciences to the College of Science and Engineering
2. Change in the Name of the College of Communication and Fine Arts to the College of Arts and Humanities and acquisition of the following minor instructional unit:
 - a. Department of History and Philosophy
3. Change in the Name of the College of Education to the College of Education and Behavioral Sciences and acquisition of the following minor instructional units:
 - a. Department of Political Science
 - b. Department of Anthropology, Sociology, and Criminology
 - c. Air Force ROTC Department
 - d. Army ROTC Department
4. Reorganization of the Department of Kinesiology and Health as the School of Allied Health within the College of Health Sciences

University of West Alabama

1. Reorganization of the Division of Nursing as the College of Nursing

B. Changes to Minor Units of Instruction

1. **University of Alabama**, Reorganization of a minor instructional unit within the College of Arts and Sciences resulting in the establishment of the Department of American Culture and Society
2. **University of North Alabama**, Establishment of the Department of Health Professions as a new department within the Anderson College of Nursing and Health Professions

C. Changes to Non-Instructional Academic Units

1. **Troy University**, Establishment of the Center for AI Research and Education as a new unit of research and public service within the Sorrell College of Business, Montgomery Campus
2. **University of Alabama**, Closure of the Alabama Cyber Institute and incorporation of its remaining resources into the High-Performance Computing and Data Center
3. **University of Alabama at Birmingham**, Closure of the Minority Health and Health Equity Research Center within the Heersink School of Medicine
4. **University of Alabama at Birmingham**, Establishment of the Comprehensive Healthy Living Research Center as a new unit of research and public service within the Heersink School of Medicine

INFORMATION ITEM: H-6

Implementation of Distance Education Programs

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

According to Alabama Administrative Code §300-2-1-.10 ("Distance Education"), academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs through a fully online modality must report this intent to the Commission prior to implementation.

In compliance with the Commission's policy on distance education, the institutions have reported plans to offer 100% of program coursework through distance education for the following programs:

Auburn University at Montgomery

MS in Artificial Intelligence (CIP 30.7101)

University of Alabama at Birmingham

MAEd in Arts Education (CIP 13.1302) - Music Education Option

Supporting Documentation:

1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-1-.10. Available upon request.
2. Written unpublished documentation provided by the institutions. Available upon request.

INFORMATION ITEM: H-7a

**New Exempt Off-Campus Site: Calhoun Community College,
STEAM Imagination Center**

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Following the update of the Commission's policies on "Off-Campus Instruction," Calhoun Community College (CAL) notified ACHE of its existing off-campus site, which has been in operation since Spring 2025:

STEAM Imagination Center
402 Moulton Street E
Decatur, AL 35601

An official with the Alabama Community College System (ACCS) has signed the institutional certification for the proposed site, pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction, and b) the required annual site follow-up report will be sent.

The proposed site is located in Morgan County, which is within the recognized service area for CAL.

Supporting Documentation:

1. Proposal for Exempt Off-Campus Site at STEAM Imagination Center, Decatur, AL, see attached.
2. "Review of Off-Campus Instruction Offered by Public Postsecondary Institutions and Determination of Service Areas," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.05. Available upon request.

Attachment 1



Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution:	CAL	Req Nbr:1090
Administrator Responsible for Site		Contact Person at Site
Name:	Kim Parker	Name: Kim Parker
Title:	Dean of Fine Ar	Title: Dean of Fine Ar
Phone:	256-306-2701	Phone 256-306-2701
Email:	kimberly.parker@calhoun.edu	Email: kimberly.parker@calhoun
Location of Proposed Site		
Facility:	STEAM Imagination Center	
Address	402 Moulton Street E	
City:	Decatur	
County:	Morgan	
Morgan county is service area to. ATSU, AAM, UAH, CAL, DRA, WSH.		
When will you begin offering instruction begin at this site? 08/14/2026		
Type of Site: 2-year college site located within SBE approved service area		

NO PROGRAMS OFFERED

COURSE LIST

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

Course Level	Course Number	Course Title
Lower	ADM 108	Intro to Additive Manufacturing
Lower	ADM 112	ORIENTATION TO ADDITIVE MANUFACTURING
Lower	ADM 114	DESIGN INNOVATION
Lower	ADM 255	APPLICATION OF DESIGN
Lower	ART 283	GRAPHIC ANIMATION
Lower	ART 130	FOUNDATION FOR METAL SCULPTURE
Lower	ART 284	GRAPHIC ANIMATION II
Lower	CAP 124	GAME DESIGN II
Lower	CAP 101	CGI SOFTWARE BASICS
Lower	CAP 104	INTRODUCTION TO GAME DESIGN
Lower	CAP 121	CGI ANIMATION
Lower	CAP 123	CGI SHADING, LIGHTING AND RENDERING
Lower	CAP 224	DIGITAL ENVIRONMENT
Lower	CAT 283	3D GRAPHIC AND ANIMATION

COURSE LIST (Continued)		
The institution will develop its schedule at this new site from the following list of courses		
Course Level	Course Number	Course Title
Lower	DDT 132	ARCHITECTURAL DRAFTING
Lower	DDT 109	INTRO TO BUILDING INFORMATION MODELING
Lower	DDT 213	CIVILDRAFTING PLAT MAPS
Lower	DDT 222	STRUCTURAL STEEL DRAFTING
Lower	DDT 225	STRUCTURAL STEEL DRAFTING
Lower	EGR 100	ENGINEERING ORIENTATION
Lower	ENT 126	BASIC COMPUTER AIDED DRAFTING
Lower	RTV 119	VIDEO PRODUCTION I
Lower	RTV 153	PRACTICUM IN TELEVISION/VIDEO II
Lower	RTV 154	PRACTICUM IN TELEVISION/VIDEO II
Lower	RTV 219	VIDEO PRODUCTION II

INFORMATION ITEM: H-7b

New Exempt Off-Campus Site: Jacksonville State University,
Etowah High School

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Jacksonville State University (JSU) plans to offer coursework at the following new off-campus site beginning in Spring 2026:

Etowah High School
201 Case Avenue SE
Attalla, AL 35954

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

The proposed site will be an exclusively dual enrollment/high school site located in Etowah County, which is within the recognized service area for JSU.

Supporting Documentation:

1. Proposal for Exempt Off-Campus Site at Etowah High School, Attalla, AL, see attached.
2. "Review of Off-Campus Instruction Offered by Public Postsecondary Institutions and Determination of Service Areas," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.05. Available upon request.

Attachment 1



Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution	JSU	Req Nbr:1082
Administrator Responsible for Site		Contact Person at Site
Name	Ryan McClendon	Name: Ryan McClendon
Title	Principal	Title Principal
Phone	(256) 538-83	Phone (256) 538-83
Email	rmclendon@attalla.k12.al.us	Email rmclendon@attalla.k12.al.us
Location of Proposed Site		
Facility	Etowah High School	
Address	201 Case Avenue SE, Attalla AL 35954	
City	Attalla	
County	Etowah Etowah county is service area to JSU, GAD	
When will you begin offering instruction begin at this site?	01/07/2026	
Type of Site	High school site exclusively for early admission, accelerated/dual enrollment	

NO PROGRAMS OFFERED

COURSE LIST

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

Course Level	Course Number	Course Title
Not Set	0	
Lower	ED 104	Teaching for the Future STEAM in K-12 Education

INFORMATION ITEM: H-7c

New Exempt Off-Campus Site: Jacksonville State University,
Handley High School

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Jacksonville State University (JSU) notified ACHE of its new off-campus site, which began offering coursework in August 2025:

Handley High School
100 Tiger Cir
Roanoke, AL 36274

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

The proposed site will be an exclusively dual enrollment/high school site located in Randolph County, which is within the recognized service area for JSU.

Supporting Documentation:

1. Proposal for Exempt Off-Campus Site at Handley High School, Roanoke, AL, see attached.
2. "Review of Off-Campus Instruction Offered by Public Postsecondary Institutions and Determination of Service Areas," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.05. Available upon request.

Attachment 1



Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution: JSU		Req Nbr:1087
Administrator Responsible for Site		Contact Person at Site
Name:	Todd Cole	Name: Todd Cole
Title:	Principal	Title: Principal
Phone:	334-539-5266	Phone 334-539-5266
Email:	tcole@roanokecityschools.org	Email: tcole@roanokecityschools.org
Location of Proposed Site		
Facility:	Handley High School	
Address	100 Tiger Cir, Roanoke, AL 36274	
City:	Roanoke	
County:	Randolph Randolph county is service area to: JSU, SOU.	
When will you begin offering instruction begin at this site? 08/20/2025		
Type of Site: High school site exclusively for early admission, accelerated/dual enrollment		

NO PROGRAMS OFFERED

COURSE LIST

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

Course Level	Course Number	Course Title
Lower	HY 201	American History I
Lower	HY 202	American History II

INFORMATION ITEM: H-7d

New Exempt Off-Campus Site: Jacksonville State University,
Ranburne High School

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Jacksonville State University (JSU) notified ACHE of its new off-campus site, which began offering coursework in August 2025:

Ranburne High School
21045 Main Street
Ranburne, AL 36273

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

The proposed site will be an exclusively dual enrollment/high school site located in Cleburne County, which is within the recognized service area for JSU.

Supporting Documentation:

1. Proposal for Exempt Off-Campus Site at Ranburne High School, Ranburne, AL, see attached.
2. "Review of Off-Campus Instruction Offered by Public Postsecondary Institutions and Determination of Service Areas," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.05. Available upon request.

Attachment 1



Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution:	JSU	Req Nbr: 1089
Administrator Responsible for Site		Contact Person at Site
Name:	CJ Boyd	Name: CJ Boyd
Title:	Principal	Title: Principal
Phone:	256-568-3402	Phone: 256-568-3402
Email:	cj.boyd@cleburneschools.net	Email: cj.boyd@cleburneschools.net
Location of Proposed Site		
Facility:	Ranburne High School	
Address:	21045 Main Street Ranburne, AL 36273	
City:	Ranburne	
County:	Cleburne	Cleburne county is service area to: JSU, GAD
When will you begin offering instruction begin at this site? 08/20/2025		
Type of Site: High school site exclusively for early admission, accelerated/dual enrollment		

NO PROGRAMS OFFERED

COURSE LIST

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

Course Level	Course Number	Course Title
Lower	MS 112	Precalculus Algebra
Lower	MS 113	Precalculus Trigonometry
Lower	ST 260	Statistics

