

Alabama Commission on Higher Education
RSA Union Building,
100 North Union Street, Room 782
Montgomery, Alabama 36104
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COMMISSION MEETING

ACHE Commissioner Conference Room 779
RSA Union Building, 7th floor
100 North Union Street
Montgomery, AL 36104

September 11, 2026
10:00 a.m.

Public Zoom Option for Meeting:

<https://us02web.zoom.us/j/6569091900?pwd=KzI3R05rb01NY1BoV1lCdCs2ZGNlZz09>

Meeting ID: 656 909 1900

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AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

September 11, 2026
10:00 AM

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ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING June 12, 2026

I. Call to Order

The Alabama Commission on Higher Education (ACHE) met in regular session on Friday, June 12, 2026, in the Alabama Commission on Higher Education Commissioners Conference Room, RSA Union Building, Montgomery, Alabama. Commissioner Nelson called the meeting to order at 10:03 a.m. and he opened the meeting with a prayer. Commissioner Nelson 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: Stan Nelson, Ann Forbes, Larry Turner, Michael Spiller, Paul Kennedy, Harry Hobbs, Douglas Ragland, Jennifer Whitt and Nicholas Bolden.

Commission Members absent: Jody Singleton, Rod Scott and Payne Meadows.

III. Approval of Agenda

RESOLVED: Commissioner Forbes moved to adopt the published agenda for the June 12, 2026, meeting. Commissioner Spiller seconded. The agenda was approved.

IV. Consideration of Minutes of March 13, 2026.

RESOLVED: Commissioner Hobbs moved for approval of March 13, 2026, minutes. Commissioner Kennedy seconded. Motion carried.

V. Consideration of Special Called Minutes of May 7, 2026.

RESOLVED: Commissioner Forbes moved for approval of May 7, 2026, special called meeting minutes. Commissioner Ragland seconded. Motion carried.

VI. Chairman's Report

Commissioner Nelson greeted and welcomed everyone in attendance. He acknowledged Dr. Killingsworth, President of Jacksonville State University who attended the meeting.

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

Committee members appointed were Commissioners Turner (Chair), Forbes, and Bolden. The committee will report at the September 11, 2026, meeting of the Commission.

VII. Executive Director's Report

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

Dr. Purcell reported on the following:

- Higher Education Funding Comparisons by State
- 2026 Legislative Session Recap

Dr. Purcell provided a brief overview of tuition trends and state-by-state comparisons over time, followed by a recap of the 2026 legislative session.

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

VIII. Discussion Items

- 2025 Legislative Session Recap
Dr. Purcell provided an update on the legislative session during his Executive Director's report.

IX. Decision Items

A. Academic Programs

1. Athens State University

Master of Science in Nursing in Nursing Education (CIP 51.3203)

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

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

2. Auburn University

a. 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 Kennedy moved to accept the recommendation for approval. Commissioner Forbes seconded. Motion carried.

b. Doctor of Philosophy in Biomedical Engineering (CIP 14.0501)

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

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

3. Auburn University at Montgomery

a. Bachelor of Science in Artificial Intelligence and Robotics (CIP 11.0102)

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

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

b. Bachelor of Science in Information Technology and Cybersecurity (CIP 11.1003)

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

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

4. Jacksonville State University

a. Doctor of Arts in English (CIP 23.0101)

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

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

b. New Non-Exempt Off-Campus Site with Academic Programs: Sanders Flight Training Center, Jasper, Alabama

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

RESOLVED: Commissioner Turner moved to accept the recommendation for approval of new non-exempt off-campus site. Commissioner Kennedy seconded. Motion carried.

5. The University of Alabama

a. Bachelor of Arts in Public Policy (CIP 44.0501)

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

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

b. Master of Public Policy in Public Policy (CIP 44.0501)

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 Spiller seconded. Motion carried.

6. University of Alabama at Birmingham

Doctor of Philosophy in Health Physics (CIP 51.2205)

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 Spiller seconded. Motion carried.

7. University of Alabama in Huntsville

Doctor of Engineering in Engineering Management (CIP 15.1501)

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

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

8. University of Montevallo

Bachelor of Arts / Bachelor of Science in Civic Leadership (CIP 44.0201)

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

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

9. Bishop State Community College

Substantive Modification to Academic Program Inventory

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

RESOLVED: Commissioner Forbes moved to accept the recommendation for a substantive modification. Commissioner Turner seconded. Motion carried.

10. Coastal Alabama Community College

a. Associate of Applied Science in Occupational Therapy Assistant (CIP 51.0803)

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

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

b. Associate of Applied Science in Radiologic Technology (CIP 51.0911)

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

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

11. Central Alabama Community College

Associate of Applied Science in Industrial Automation Technology (CIP 47.0303)

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

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

12. Northeast Alabama Community College

Associate of Applied Science and Certificate in Barbering (CIP 12.0402)

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

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

13. Wallace State Community College

- a. Associate of Applied Science and Certificate in Baking and Pastry (CIP 12.0501)

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

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

- b. Associate of Applied Science in Facility Maintenance Technology (CIP 46.0401)

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

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

B. Information Items

RESOLVED: Commissioner Kennedy 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

X. Adjournment

The meeting was adjourned at 11:16 a.m.

The next meeting of the Commission is scheduled for September 11, 2026.

Stan Nelson, Chair

Sworn to and subscribed before
me this the ____ day of _____ 2026.

James E. Purcell, Executive Director

Notary Public

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING July 7, 2026

I. Call to Order

The Alabama Commission on Higher Education met in a special meeting called Tuesday, July 7, 2026, in the Alabama Commission on Higher Education Commissioners Conference Room 779, RSA Union Building, Montgomery, Alabama. Commissioner Nelson called the meeting to order at 10:00 a.m. Commissioner Turner opened the meeting with a prayer. Commissioner Nelson then led the audience in the Pledge of Allegiance.

II. Roll Call of Members and Determination of Quorum

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

Commission Members present In-Person: Stan Nelson, Larry Turner, Payne Meadows, Jennifer Whitt and Nicholas Bolden.

Commission Members present Virtual: Jody Singleton, Ann Forbes, Paul Kennedy, and Douglas Ragland.

Commission Members Absent: Rod Scott, Michael Spiller and Harry Hobbs.

III. Approval of Agenda

RESOLVED: Commissioner Turner moved to adopt the published agenda for the July 7, 2026, meeting. Commissioner Bolden seconded. The agenda was approved.

IV. Decision Items

A. Final Approval of Amendments to the Administrative Procedures for the Chapter 300-4-4: Alabama National Guard Educational Assistance Program

Dr. Stephanie Dolan presented the staff recommendation to the Commission with a recommendation for final approval of amendments to the administrative procedures for the Alabama National Guard Educational Assistance Program.

RESOLVED: Commissioner Meadows moved to accept the recommendation for preliminary approval. Commissioner Bolden seconded. Motion carried.

B. Final Approval of Amendments to the Administrative Procedures for the Chapter 300-4-12: Alabama Math and Science Teacher Education Program

Dr. Stephanie Dolan presented the staff recommendation to the Commission with a recommendation for final approval of amendments to the administrative procedures for the Alabama Math and Science Teacher Education Program.

RESOLVED: Commissioner Whitt moved to accept the recommendation for preliminary approval. Commissioner Bolden seconded. Motion carried.

C. Final Approval of Amendments to the Administrative Procedures for the Chapter 300-4-13: (Re)Engage Alabama Grant Program

Dr. Stephanie Dolan presented the staff recommendation to the Commission with a recommendation for final approval of amendments to the administrative procedures for the (Re)Engage Alabama Grant Program.

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

D. Final Approval of Amendments to the Administrative Procedures for the Chapter 300-4-15: Alabama Law Enforcement Officers' Family Scholarship

Dr. Stephanie Dolan presented the staff recommendation to the Commission with a recommendation for final approval of amendments to the administrative procedures for the Alabama Law Enforcement Officers' Family Scholarship.

RESOLVED: Commissioner Meadows moved to accept the recommendation for preliminary approval. Commissioner Whitt seconded. Motion carried.

E. Preliminary Approval of Amendments to the Administrative Procedures for the Chapter 300-4-16: Move On When Ready

Dr. Stephanie Dolan presented the staff recommendation to the Commission with a recommendation for preliminary approval of amendments to the administrative procedures for Move On When Ready.

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

A. Adjournment

The meeting was adjourned at 10:27 a.m.

Stan Nelson, Chairman

Sworn to and subscribed before
me this the ____ day of _____
2026.

James E. Purcell, Executive Director

Notary Public

ALABAMA COMMISSION ON HIGHER EDUCATION
September 11, 2026

DECISION ITEM: A

Approval of 2027 Meeting Schedule

Staff Presenter:

Dr. Stephanie Dolan
Director of Planning and Policy

Staff Recommendation:

That the Commission approve the proposed meeting schedule for 2027.

The following dates are all Fridays.

Proposed Meeting Schedule for 2027:

March 12, 2027
June 11, 2027
September 10, 2027
December 10, 2027

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
September 11, 2026

DECISION ITEM: B

Annual Report: Alabama Commission on Higher Education 2025-2026

Staff Presenter:

Dr. Stephanie Dolan
Director of Planning and Policy

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.

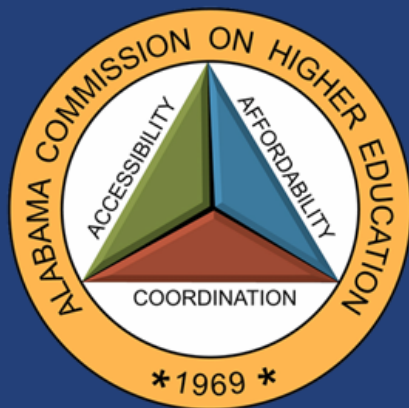
Supporting Documentation:

2025-2026 Annual Report - Alabama Commission on Higher Education

ALABAMA COMMISSION ON HIGHER EDUCATION

ANNUAL REPORT

ADVANCING HIGHER EDUCATION IN ALABAMA



2026

ACCESSIBILITY. AFFORDABILITY. COORDINATION

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Mission, Vision, and Responsibilities

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 for Alabama's public institutions of higher education for 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 master plans and reports to the Commission 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).



ACHE Commissioners



Stan Nelson, Chair
At-Large
Term: 08/07/2019 - 08/31/2027



Jody M. Singleton, Vice Chair
At-Large
Term: 09/01/2021 - 08/31/2030



Nicholas Bolden
3rd District
Term: 02/19/2026 - 08/31/2035



Ann Forbes
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



ACHE Commissioners



Payne Meadows
2nd District
Term: 09/01/2024 - 08/31/2033



Douglas Ragland
6th District
Term: 02/18/2025 - 08/31/2033



Rod Scott
At-Large
Term: 08/07/2019 - 08/31/2028



Shane Spiller
7th District
Term: 02/21/2024 - 08/31/2029



Larry Turner
At-Large
Term: 03/27/2019 - 08/31/2027



Jennifer Whitt
At-Large
Term: 02/19/2026 - 02/20/2031



Message from the Commission Chair



Commissioner Stan Nelson

As Chair of the Alabama Commission on Higher Education, I have had the privilege of working alongside a dedicated group of Commissioners committed to strengthening higher education for all Alabamians. The Commission exists to ensure that decisions affecting our colleges and universities – academic programs, funding, and long-term priorities – are made with the interests of our entire state in mind. This year, I am especially proud of the thoughtful leadership, collaboration, and commitment demonstrated by the Commission as we advanced initiatives that will benefit students, institutions, employers, and communities across the state.

This legislative session marked one of the most significant in recent years for higher education in Alabama. The Legislature passed the College and Higher Education

Excellence and Results (CHEER) Act, establishing the state's first outcomes-based funding model for public higher education and creating a coordinating committee to guide its implementation, which is a milestone that reflects years of collaboration among policymakers, higher education leaders, and stakeholders committed to improving student success and institutional performance. Lawmakers also expanded eligibility for the (Re)Engage Alabama Grant Program, broadened and renamed the Loan Assistance for Shortage Area Educators (LASEA) Program, established the Alabama Law Enforcement Officers' Family Scholarship for the officers' spouses and dependents, and implemented Move On When Ready statewide, allowing eligible high school juniors and seniors to complete their high school diploma requirements while attending college full-time at no cost to their families.

Together, these initiatives demonstrate Alabama's commitment to expanding educational opportunity, strengthening the state's workforce, and investing in its long-term economic future. As these programs are implemented, the Commission will carefully evaluate participation, funding, and administrative processes to ensure they achieve their intended outcomes and deliver the greatest possible benefit to Alabama's students, families, institutions, and taxpayers.

Serving as Chair has been a tremendous honor. I am grateful to my fellow Commissioners for their thoughtful stewardship, to Dr. Jim Purcell and the exceptional ACHE staff for their professionalism and tireless dedication, and to Governor Kay Ivey, legislative leadership, and our partners across Alabama for their continued collaboration and support.

The work of strengthening higher education and connecting it to Alabama's workforce needs is ongoing. Because of the progress made this year, our state is better positioned than ever to provide meaningful educational opportunities, prepare a highly skilled workforce, and expand economic prosperity for students, families, employers, and communities throughout Alabama.

Stan Nelson
Commission Chair, ACHE



Message from the Executive Director

Since 1969, the Alabama Commission on Higher Education (ACHE) has been charged with the statewide planning and coordination of higher education in Alabama: expanding accessibility, protecting affordability, and coordinating the work of our 38 public institutions so that Alabama's students and its economy both come out ahead. That mandate guided every decision ACHE made this year.

Fiscal year 2026 was, by several measures, one of the strongest years in ACHE's recent history. The Legislature and Governor Ivey approved a 6.2% increase in Education Trust Fund appropriations to our public institutions for FY2027 – a fourth consecutive year of substantial growth – and the Commission approved 55 new academic programs across our four-year and two-year institutions. Each of these programs was built around demonstrated workforce demand, not simply institutional interest.

That workforce lens shaped one of our most significant initiatives of the year – a multi-million-dollar federal cooperative agreement through which ACHE has partnered with the Competency-Based Education Network (C-BEN). The project focuses on developing and expanding the adoption of national occupational frameworks while establishing efficient, scalable processes for their production. It also includes additional activities designed to support the broader expansion of registered apprenticeship programs across states at both the industry and institutional levels. The initiative builds on Alabama's nationally recognized five-part test for identifying in-demand occupations, applying that same industry-driven approach to help inform and advance apprenticeship strategies on a national scale.

This is exactly the kind of work our state needs. Nationally, approximately 90% of U.S. counties face a potential automation-related job displacement rate of 22% to 27%, while more than two-thirds of Alabama counties are projected to experience job displacement rates exceeding 25%. Closing that gap and ensuring Alabamians see a meaningful return on their credentials is one of the clearest reflections of our mission, particularly as households with a bachelor's degree have a median income more than twice that of households with only a high school education.

We also continued to invest in the 380,000 Alabamians who have some college credit but no degree. (Re)Engage Alabama, an initiative for adult learners returning to complete a credential, expanded its eligibility this year. The program connects these Alabamians to degree programs aligned with the state's high-demand occupation list. We are tracking toward the state's Success Plus goal of 500,000 new degree-earners since 2018, with an estimated 493,500 to date. Closing that last stretch is one of my top priorities for the year ahead.

None of this happens without the dedication of our multiple stakeholders: legislators, students, faculty, and administrators across all of ACHE's 38 institutional partners, Alabama's employers, and ACHE's Commissioners and staff. Thank you for continuing to make Alabama's higher education system one that works for its students and its economy alike.

Dr. Jim Purcell
Executive Director, ACHE



Executive Director Jim Purcell



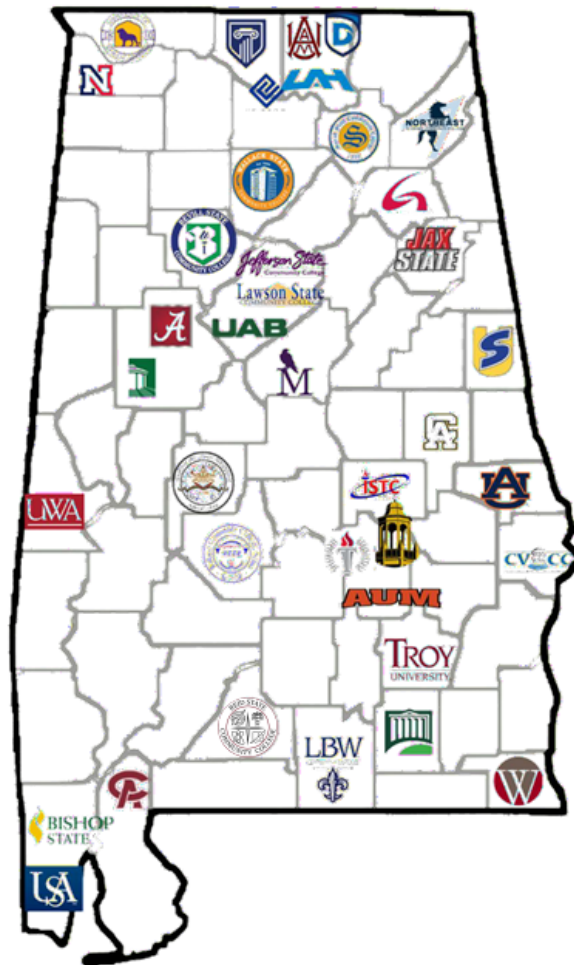
Alabama Public Higher Education Map

4-Year Institutions

Alabama A&M University
Alabama State University
Athens State University
Auburn University
Auburn University at Montgomery
Jacksonville State University
Troy University
University of Alabama
University of Alabama at Birmingham
University of Alabama in Huntsville
University of Montevallo
University of North Alabama
University of South Alabama
University of West Alabama

2-Year Institutions

Bevill State Community College
Bishop State Community College
Calhoun Community College
Central Alabama Community College
Chattahoochee Valley Community College
Coastal Alabama Community College
Drake State Community and Technical College
Enterprise State Community College
Gadsden State Community College
Ingram State Technical College
Jefferson State Community College
Lawson State Community College
Lurleen B. Wallace Community College
Marion Military Institute
Northeast Alabama Community College
Northwest Shoals Community College
Reid State Community College
Shelton State Community College
Snead State Community College
Southern Union State Community College
Trenholm State Community College
Wallace Community College – Dothan
Wallace State Community College – Hanceville
Wallace State Community College - Selma



Legislative Updates

The **2027 Education Trust Fund** bill was signed into law by Governor Kay Ivey in **May 2026**, providing nearly **\$10.5 billion** in funding for education across Alabama. The budget represented a significant increase in state education funding and included one of the largest appropriations for higher education in Alabama history.

Act 2026-380 FY 2027 Operating Budget for Higher Education		
Institution Type	Amount Received	Percentage Increase Over FY 2026
Two-Year	\$660,356,653	6.13%
Four-Year	\$1,886,687,569	6.20%
Other Higher Education	\$163,975,180	3.63%
Total Higher Education	\$2,711,019,402	6.02%

Act 2026-599 FY 2026 Supplemental Funding for Higher Education*	
Alabama A&M University	\$8,401,824
Alabama Community College System	\$27,201,249
Alabama Council on the Arts	\$375,000
Alabama Innovation Fund	\$2,000,000
Alabama State University	\$4,360,182
Athens State University	\$1,615,927
Auburn University	\$20,406,678
Auburn University at Montgomery	\$1,661,328
Department of Workforce	\$6,900,000
Firefighters' Personnel Standards and Education Commission/Fire College	\$1,025,000
Jacksonville State University	\$4,440,678
Marine Environmental Sciences Consortium	\$2,000,000
Troy University System	\$5,175,081
University of Alabama System	\$44,169,369
University of Montevallo	\$2,967,772
University of North Alabama	\$4,538,046
University of South Alabama	\$9,579,249
University of West Alabama	\$2,974,736
Alabama Commission on Higher Education Pass-Throughs	
Alabama Veterinary Hospital-Birmingham Zoo	\$2,000,000
North Alabama Agriplex	\$400,000
North Alabama Land Trust	\$250,000
Selma University	\$200,000
Sweet Trails	\$1,000,000
Talladega College	\$62,968
Tennessee RiverLine Program	\$185,000
Tuskegee University	\$2,750,992
USS Alabama Battleship	\$2,000,000

*Supplemental funding for 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 2026-600 Advancement and Technology FY 2026 Supplemental Appropriation*

Alabama Community College System	\$102,630,833
Alabama A&M University	\$6,603,176
Alabama State University	\$3,618,925
University of Alabama System	\$63,655,827
Athens State University	\$3,396,437
Auburn University	\$30,644,049
Auburn University at Montgomery	\$5,220,244
Jacksonville State University	\$10,736,161
Troy University System	\$13,357,993
Tuskegee University	\$990,360
University of Montevallo	\$3,363,650
University of North Alabama	\$10,322,804
University of South Alabama	\$13,243,822
University of West Alabama	\$7,315,719

**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 recommendations for separate appropriations to each of the institutions is presented annually to the Governor and the 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	Legislated FY 2025-26 Appropriation	FY 2026-27 Budget Request by Institutions	FY 2026-27 Recommendation by ACHE	Legislated FY 2026-27 Appropriation
Alabama A&M University	\$61,115,089	\$81,414,715	\$65,231,774	\$64,254,117
Alabama State University	\$66,556,368	\$76,524,823	\$69,975,935	\$69,335,841
University of Alabama (Main Campus)	\$266,214,571	\$291,843,868	\$282,463,337	\$284,765,168
University of Alabama (Birmingham)	\$421,143,986	\$461,608,647	\$452,311,838	\$443,576,636
University of Alabama (Huntsville)	\$77,280,307	\$128,278,338	\$81,371,896	\$81,713,659
Athens State University	\$23,502,462	\$27,600,500	\$25,132,825	\$24,650,048
Auburn University	\$379,246,504	\$416,864,642	\$398,736,374	\$403,992,530
Auburn University at Montgomery	\$34,989,116	\$38,476,536	\$36,795,809	\$36,598,473
Jacksonville State University	\$61,933,407	\$68,746,082	\$67,428,825	\$66,543,021
University of Montevallo	\$33,018,738	\$39,622,486	\$34,725,623	\$34,874,394
University of North Alabama	\$57,665,778	\$65,825,000	\$60,778,675	\$61,435,950
University of South Alabama	\$171,209,511	\$188,560,463	\$181,413,176	\$184,001,844
Troy University System	\$87,931,064	\$94,075,000	\$92,957,256	\$92,920,654
University of West Alabama	\$34,218,443	\$38,104,000	\$36,493,796	\$37,331,748
Total Public Senior Institutions	\$1,776,025,344	\$2,017,545,100	\$1,885,817,139	\$1,885,994,083
Public Two-Year Institutions*	\$485,311,163	\$573,932,006	\$515,584,724	\$508,065,614
Total All Public Institutions	\$2,261,336,507	\$2,591,477,106	\$2,401,401,863	\$2,394,059,697

*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 14.63% for their FY 2026-27 budgets. The Commission approved a recommendation for an increase of 6.02%, totaling \$2,392,928,607 based on estimated funds available for higher education. In Act 2026-380, the Legislature appropriated a total of \$2,394,059,697 from the Education Trust Fund (ETF) to these institutions, an increase of 6% above the previous year's budget.

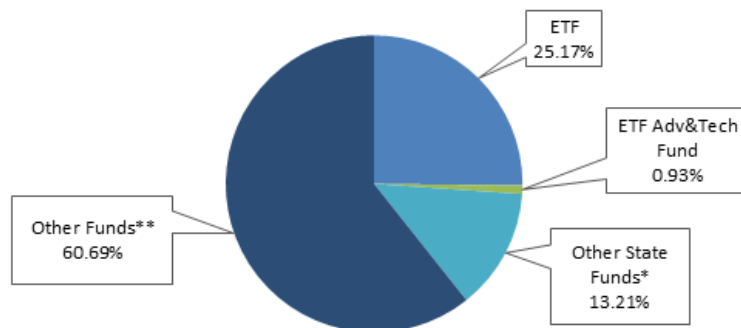
Institutional Finance

Facilities Master Plan and Capital Projects Requests

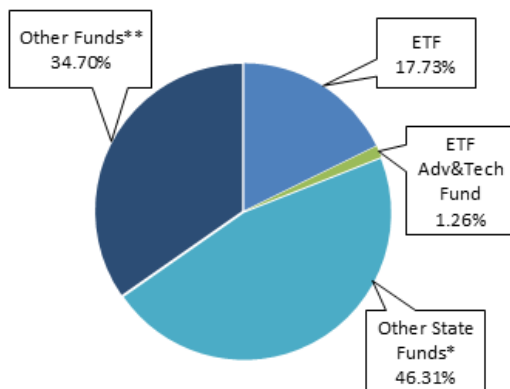
Each public two- and four-year institution submitted a Facilities Master Plan and Capital Projects Request to the Commission as required by statute. The Facilities Master Plan and Capital Budget Request report for the period covering FY 2027-31 was presented at the December 12, 2025, Commission meeting. The two- and four-year institutions project they will need over \$8.6 billion to fund capital projects during this five-year period.

Sources of Funding for Requested Capital Projects

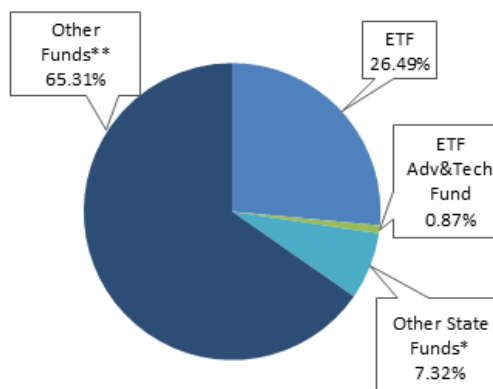
Total Two- and Four-Year Institutions



Two-Year Institutions



Four-Year Institutions



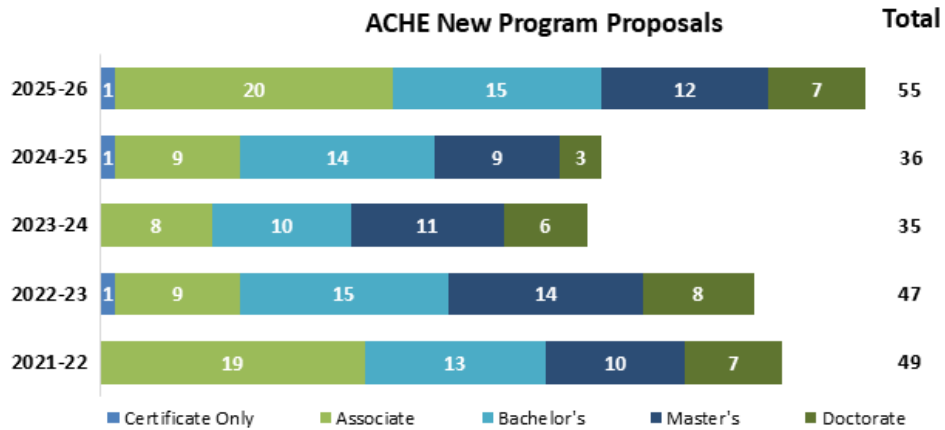
Source: ACHE Program Inventory

*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.

Academic Affairs

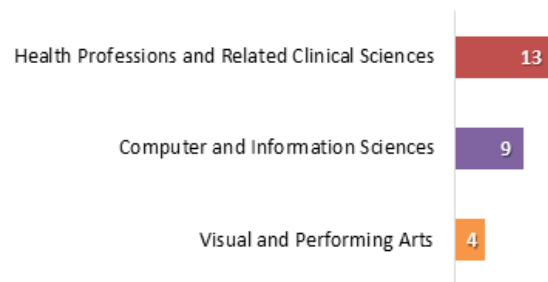
New Academic Program Approvals 2025-2026

Between September 2025 and June 2026, the Commission approved 55 new academic programs, the highest total of the five reporting periods shown. Associate degree programs represented the largest category, with 20 approvals, followed by 15 bachelor's, 12 master's, seven doctoral, and one certificate program.



Source: ACHE Program Inventory

Top New Program Areas of Study



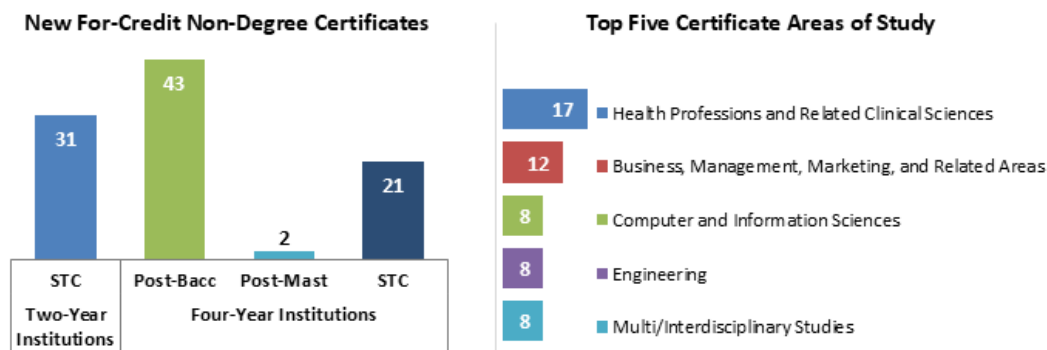
Source: ACHE Program Inventory



Academic Affairs

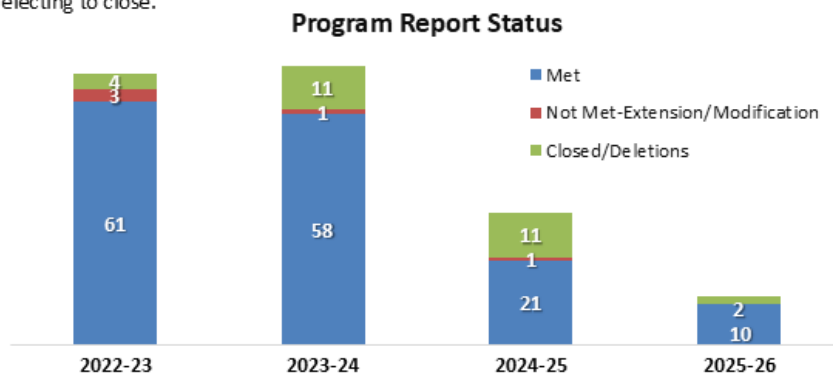
New For-Credit Non-Degree Certificates

Between June 2025 and June 2026, Alabama's public institutions developed 97 new for-credit, non-degree certificates. Two-year institutions reported 31 short-term certificates (STC), while four-year institutions reported 66 certificates: 21 undergraduate (STC), 43 post-baccalaureate (Post-Bacc), and two post-master's (Post-Mast). The leading areas of study were Health Professions and Related Clinical Sciences (17 certificates), followed by Business, Management, Marketing, and Related Areas (12 certificates), with three additional areas accounting for eight certificates each.



Post-Implementation Reporting

In March 2025, ACHE completed a cleanup project initiated in 2022 to review academic programs that had not fulfilled the requirements to end their post-implementation monitoring. The 2022-2024 reporting period included the bulk of these outstanding PI reports. For Academic Year 2025-26, institutions submitted post-implementation reports for 12 programs, with 10 meeting conditions and two electing to close.



Source: ACHE Program Inventory



Academic Affairs

Non-Resident Institutions

Out-of-state institutions offering postsecondary programs in Alabama are identified as Non-Resident Institutions (NRI) and must be licensed or exempt from licensing by the Private School Licensing Division in the Alabama Community College System (ACCS). Licensing is based in part on ACHE programmatic approval or exemption from ACHE review under specific criteria. Alabama is the only state with NRI licensure and programmatic review by two separate state agencies.

Since 2019, when the current programmatic review policy was adopted, a total of 249 NRIs have applied for ACHE programmatic review. Of those NRIs, 127 have closed, merged with another NRI, voluntarily withdrawn, or not met criteria for approval or exemption, resulting in 122 that are currently active [see [Alabama Commission on Higher Education \(ACHE\)](#)].

Ten of the 122 active NRIs are new exemptions this fiscal year and have central administrations in these seven states:

State	Number of New NRI Exemptions	State	Number of New NRI Exemptions
Florida	1	Montana	1
Georgia	1	Texas	4
Louisiana	1	Washington, D.C.	1
Michigan	1		

Three of the 122 active ACHE NRIs are owned by Adtalem Global Education, Inc., a Chicago-based company, but are physically located outside the United States in Cupecoy, Sint Maarten; Barbados, West Indies; and Basseterre, St. Kitts, West Indies. As a result, these institutions are ineligible for exemption from ACHE review. All three have undergone full programmatic review and are approved.

Additional NRIs, including NC-SARA institutions without a physical site in Alabama, are exempt from ACCS licensure and may offer a broader range of programs. ACCS exemptions are automatically exempt from ACHE programmatic review and are not under the purview of, or listed by, ACHE.

ACHE NRI approval or exemption is valid for two years and can be renewed. The 122 currently active NRIs offer over 900 programs in 40 of the 47 NCES CIP classifications, ranging from a Certificate in Gourmet Cooking to a Doctor of Osteopathy. A list of these programs is available at [Programs by CIP.pdf](#).

NRIs with current ACHE programmatic approval or exemption from review are listed at [Alabama Commission on Higher Education \(ACHE\)](#). The ACHE NRI programmatic review process is available at [Prog Review Procedures.pdf](#). For information on Alabama NRI licensing, including exemption from licensure, see [Private School Licensure – Alabama Community College System](#).

NCES-CIP: National Center for Education Statistics – Classification of Instructional Programs

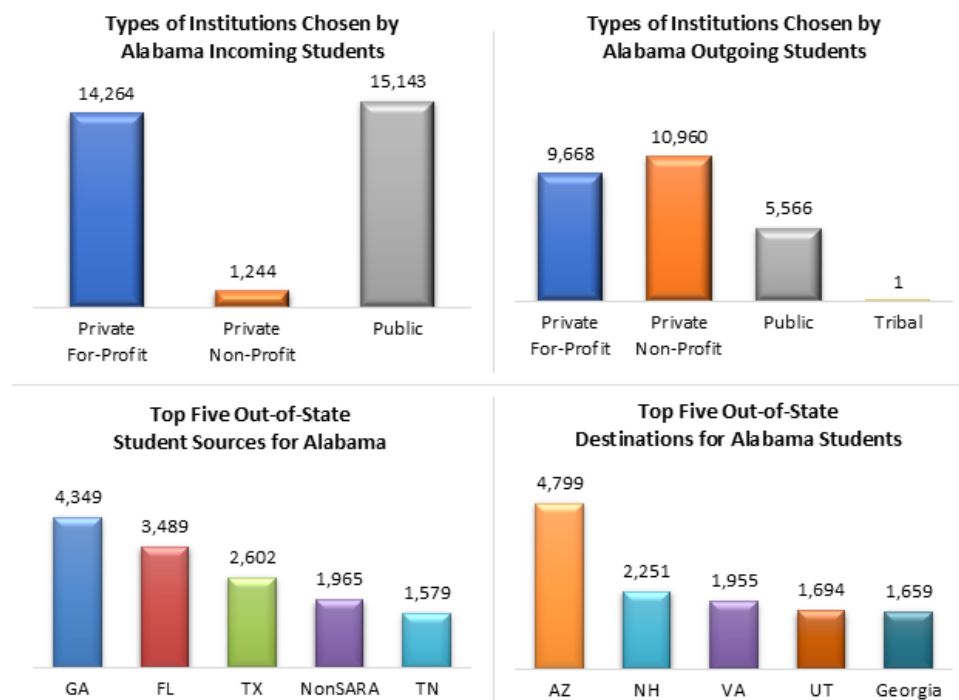


Academic Affairs

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

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. 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 commonly 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. NC-SARA currently includes a total of 2,404 participating institutions across the two- and four-year sectors.

NC-SARA Data Dashboard



Source: [NC-SARA Dashboard](#)



Academic Affairs

Academic Common Market

Organized through the Southern Regional Education Board (SREB), the Academic Common Market (ACM) is a tuition-savings program composed of fifteen (15) participating southern states that allow students to pursue specialized 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 \$1,256,250 during the 2025-26 academic year. The average tuition savings per student for Alabama residents was \$13,958.

During academic year 2025-26, the ACM included 1,910 degree programs across the SREB states, with 168 institutions participating and 1,171 students approved for tuition savings. A total of 90 Alabama residents who were certified attended out-of-state institutions, while 87 out-of-state students certified by their home state attended Alabama institutions in 2025-26.

2025-26 ACM Enrollment at Alabama Institutions

State of Residence	Students Attending Alabama IHEs
Georgia	30
Kentucky	4
Mississippi	15
Louisiana	23
Tennessee	2
Other SREB States	13
Total Count	87

2025-26 Top 10 Degree Programs Attracting Out-of-State Students

1. Cancer Biology, BS	6. Neuroscience, BS
2. Immunology, BS	7. Accelerated Masters Entry to Nursing Pathway, MS
3. Aerospace Engineering, BS	8. Biobehavioral Nutrition & Wellness, BS
4. Genetics & Genomic Sciences, BS	9. Biomedical Science, BS
5. Metallurgical Engineering, BS	10. Biomedical & Health Sciences, MS

Doctoral Scholars Program

The [SREB-State Doctoral Scholars Program](#) supports doctoral persistence and attainment for scholars pursuing careers in academia through financial assistance, research funding, career counseling, and professional development. Its annual Institute on Teaching and Mentoring strengthens pathways to careers in academia and industry while preparing scholars for research and leadership roles in high-demand fields.

SREB DSP Outcomes 1993-Present		Alabama Institutions with Current Scholars	
Total Alabama Scholars Supported	252	Alabama State University	Auburn University
Alabama SREB DSP Graduates	168	Tuskegee University	University of Alabama
Alabama SREB DSP Employed Graduates	144	University of Alabama at Birmingham	University of South Alabama

SREB DSP FY 2025-26 Participation

17 Alabama Scholars were funded in 2025-26

Alabama's participation in the SREB-State Doctoral Scholars Program supports scholars as they transition from doctoral study to faculty and leadership roles. Since 1993, **94%** (135 scholars) of the Alabama SREB DSP graduates (144 scholars) have been **employed in higher education** (select [Alabama](#)).

Student Financial Assistance Programs

ACHE is committed to expanding access to postsecondary education through scholarship and grant programs that support student success and strengthen Alabama's workforce. These programs address financial need, encourage academic achievement, and promote enrollment in high-demand fields. Several programs were revised during the 2026 Legislative Session for implementation in 2026–2027 to better meet student needs, while the Alabama Law Enforcement Officers' Family Scholarship is a newly established program.

- **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. Awards are available **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 in good standing** with a federally recognized unit 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)** – Effective Fall 2026, this program will be known as the **Loan Assistance in Support of Educators in Alabama (LASEA)**. The program expands loan repayment eligibility beyond math, science, and computer science to educators in other fields identified as experiencing acute shortages of certified educators, helping address critical teacher shortages across Alabama. LASEA offers two levels of financial support for up to four consecutive years.
- **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.
- **Alabama Law Enforcement Officers' Family Scholarship Program** – This program provides financial assistance for the **cost of tuition and mandatory fees** to undergraduate students attending an accredited public postsecondary vocational school, technical school, community, junior college, or university in Alabama. An eligible student must be a **dependent or spouse** of a qualifying state, municipal, or county law enforcement officer who has been employed full-time in Alabama law enforcement for at least 15 years or who separated from full-time employment no more than 10 years ago.
- **(Re)Engage Alabama Grant Program** – This initiative provides **scholarships targeted to support adult learners** who have some college credit but no degree to return to college and complete their degrees. (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. The **minimum age is 22 years**, and those who have **earned an associate may also qualify after a two-year stop-out** if all other eligibility requirements are met.

Support of Other State Programs Act 2026-380 for FY 2027

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



ALABAMA
SOIL & WATER
CONSERVATION
COMMITTEE



Alabama Resource Conservation
and Development Councils
State Appropriation - \$10,500,000



Alabama Humanities Foundation
State Appropriation - \$300,000



ALABAMA HUMANITIES FOUNDATION

USS Alabama Battleship
State Appropriation - \$1,750,000



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



Alabama HBCU CARES
State Appropriation - \$650,000



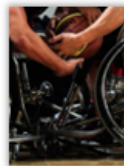
Alabama HBCU Consortium
State Appropriation - \$200,000



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



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



Black Belt Treasures Cultural Arts Center
State Appropriation - \$350,000



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



Alabama Black Belt Adventures
State Appropriation - \$500,000



Support of Other State Programs Act 2026-380 for FY 2027

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



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



Alabama Trails Commission
State Appropriation - \$340,000



Support of Other Educational Activities Act 2026-380 for FY 2027

Articulation & General Studies
Committee/Alabama Transfers
State Appropriation - \$999,589



Alabama Established
Program to Stimulate
Competitive Research
State Appropriation -
\$1,460,184



Best and Brightest
STEM Pilot Program
State Appropriation - \$250,000



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



Southern Regional
Education Board (SREB)
State Appropriation - \$831,214



Support of State Universities Act 2026-380 for FY 2027

Alabama Agricultural
Land-Grant Alliance (AALGA) - \$6,491,283



Building Human Capital Strategic Plan 2018-2030

Pursuant to § 16-5-6, Code of Alabama 1975, 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.

Improving Access

Enhancing Student Success

Enhancing STEM Progress

Developing Alabama's Economy and Workforce

Organizational Effectiveness and Efficiency

Board Approved 12/8/2017

The Educational Path to Alabama's Economic Success

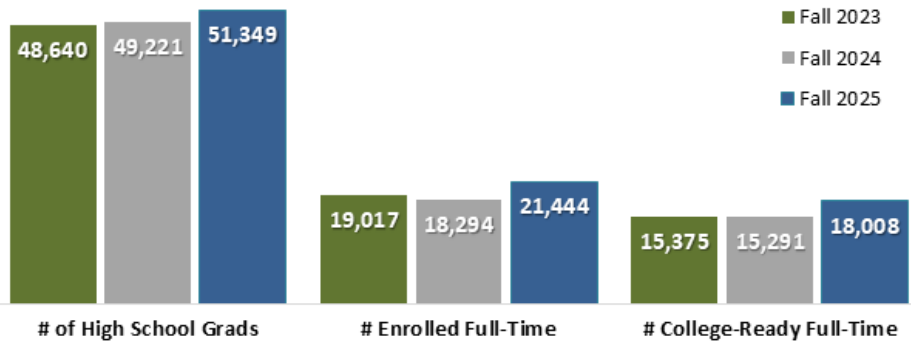


Priority 1: Improving Access

Strategy One

Increase the number of high school students prepared for college

**Number of Alabama College-Ready High School Students
Enrolled Full-Time at Alabama's Public Colleges and Universities**

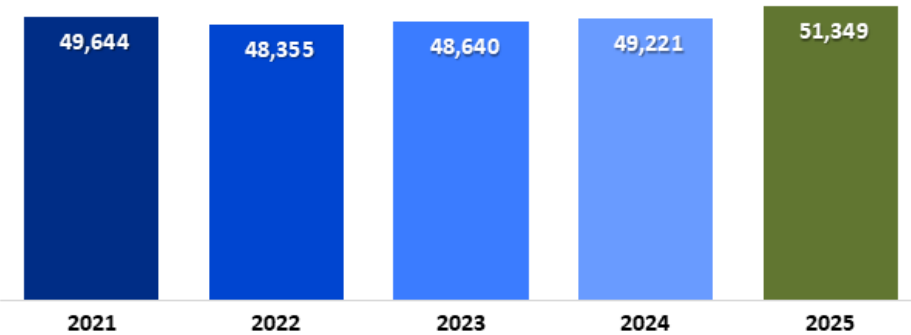


Note: College-Ready students are those not requiring developmental education courses while in college.
Source: Alabama Statewide Student Database and Alabama State Department of Education

Strategy One

Monitor Alabama public high school graduate trends

**Alabama Public High School
Graduate Trends**



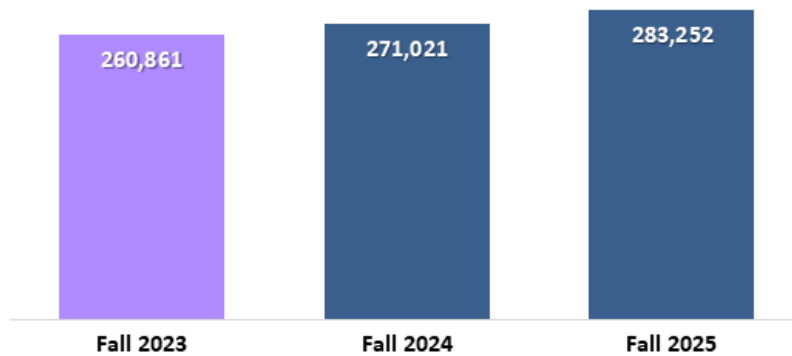
Source: Alabama State Department of Education

Priority 1: Improving Access

Strategy One

Monitor enrollment at Alabama public higher education institutions

Alabama Public Institutions
Total Enrollment

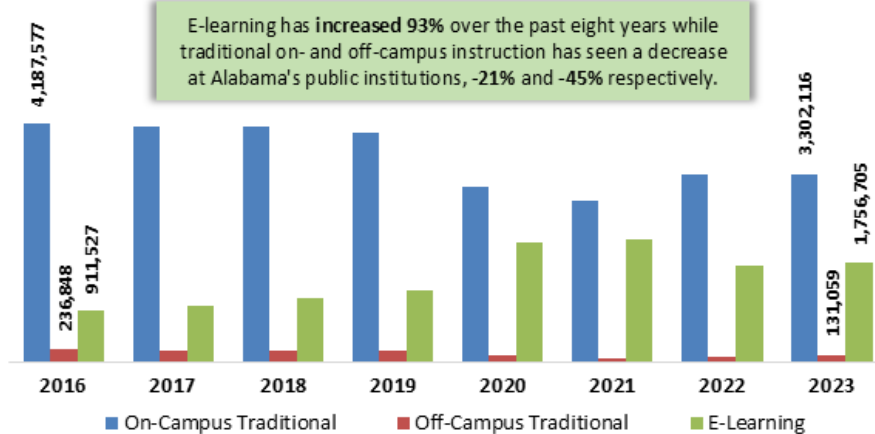


Source: Alabama Statewide Student Database

Strategy Two

Expand the delivery of coursework online

Delivery Mode of Undergraduate Credit Hours at Alabama Public Institutions



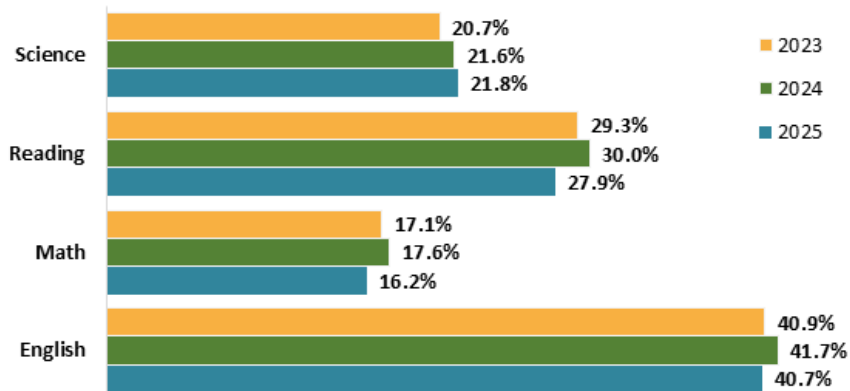
Source: Alabama Commission on Higher Education, Southern Regional Education Board (SREB) Data Exchange

Priority 1: Improving Access

Strategy Two

Monitor ACT readiness benchmarks

**Percentage of Students Who Met
ACT College Readiness Benchmarks**

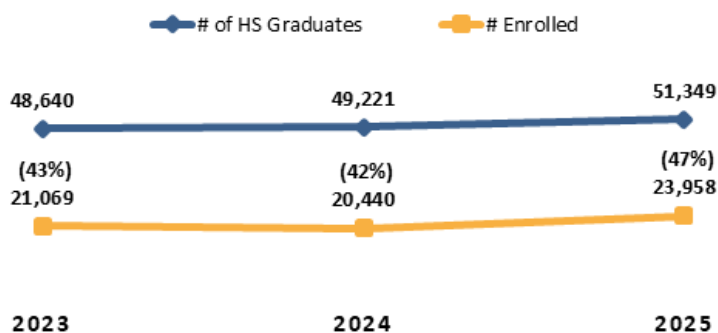


Source: Public Affairs Research Council of Alabama (PARCA)

Strategy Two

Monitor the number of high school graduates enrolling in Alabama public institutions

**Number and Percentage of Alabama High School Graduates
Enrolling in Alabama Public Institutions of Higher Education**



Note: Enrollment includes Full-Time and Part-Time Students.

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

Priority 1: Improving Access

Strategy Three

Increase the number of students receiving financial aid by increasing scholarship and grant opportunities.

Alabama Student Assistance Program (ASAP)

Report Year	Number of Participants	Funding Allocations
2026	11,790	\$9,698,099
2025	10,972	\$9,207,875
2024	10,184	\$8,728,582

Provides critical support as a need-based grant for students attending eligible public and private institutions.

Alabama Student Grant Program (ASGP)

Report Year	Number of Participants	Funding Allocations
2026	5,435	\$9,592,158
2025	4,957	\$9,946,495
2024	5,015	\$8,346,325

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	Number of Participants	Funding Allocations
2026	1,189	\$7,660,015
2025	1,093	\$6,628,804
2024	1,108	\$6,365,556

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

(Re)Engage Alabama Grant Program

Report Year	Number of Participants	Funding Allocations
2026	46	*\$127,750
2025	52	\$158,375
2024	37	\$100,750

*A total of \$993,625 is earmarked to support participants through program completion.

Provides scholarships to support adult learners in returning to college and completing their degrees.

Police Officer's and Firefighter's Survivors Educational Assistance Program (POFSEAP)

Report Year	Number of Participants	Funding Allocations
2026	21	\$226,998
2025	20	\$231,662
2024	23	\$243,317

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	Number of Participants	Funding Allocations
2026	49	\$324,932
2025	47	\$234,819
2024	52	\$271,716

Provides loan repayment incentives to Alabama certified teachers of mathematics, science, or computer science who teach in the public schools.

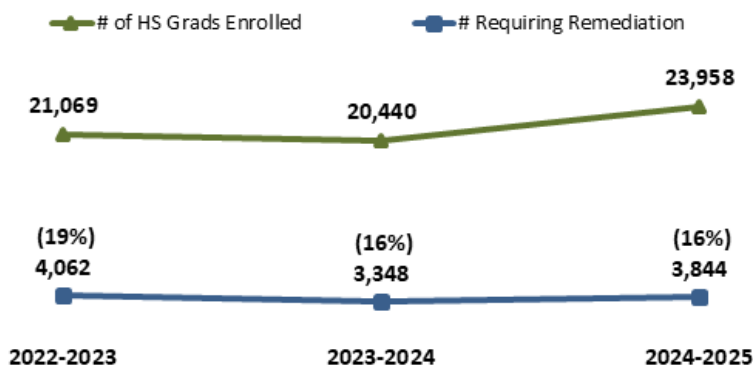
Note: All data collected as of August 2026
Source: Alabama Commission on Higher Education

Priority 2: Enhancing Student Success

Strategy One

Monitor remedial education

Number and Percentage of Alabama High School Graduates Enrolled Requiring Remediation

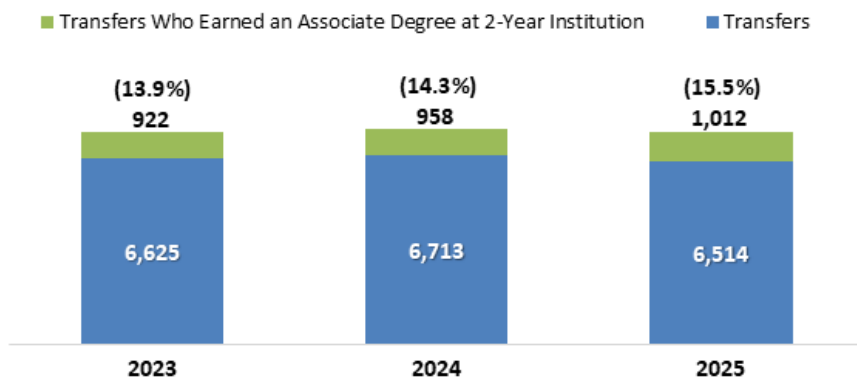


Source: Alabama Statewide Student Database and Alabama State Department of Education

Strategy Two

Promote the seamless transfer of students from community colleges to four-year institutions

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



Source: Alabama Statewide Student Database Transfer Migration Report

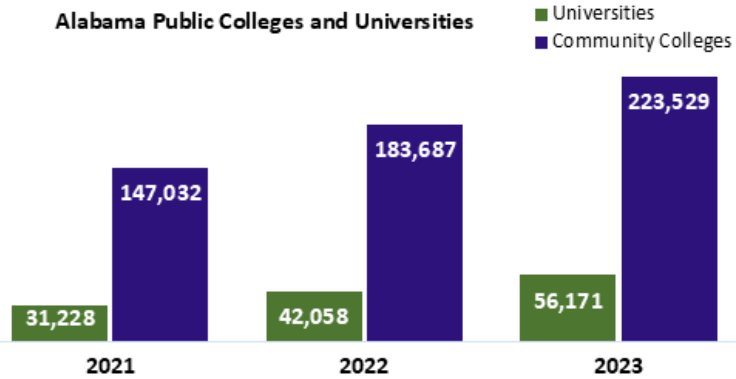
Priority 2: Enhancing Student Success

Strategy Four

Increase college access for high school students

In 2023, Dual Enrollment credits at the universities increased 79.9% from 2021, and there was an increase of 52.0% at the community colleges.

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



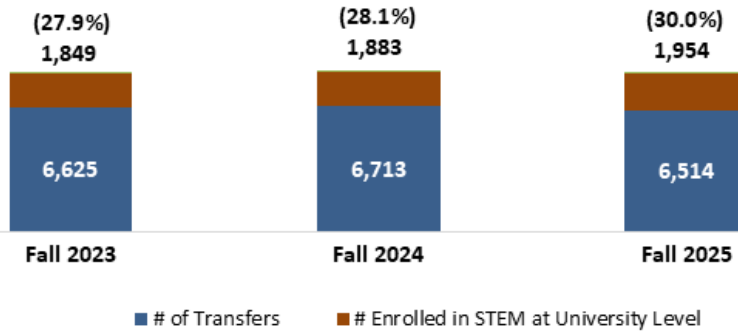
Source: Alabama Commission on Higher Education and Southern Regional Education Board (SREB) Data Exchange Survey

Priority 3: Enhancing STEM Progress

Strategy Four

Promote the seamless transfer of students

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

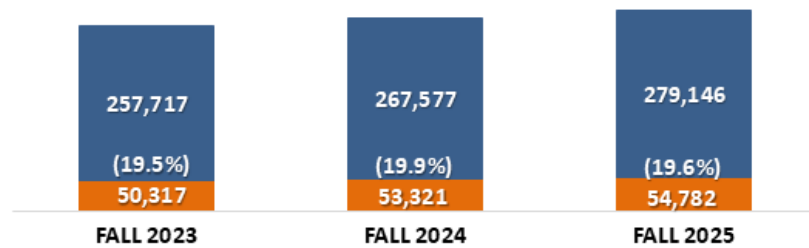
Priority 3: Enhancing STEM Progress

Strategy One

Increase the number of high school students prepared for college

Number of Students Enrolled in STEM
at Alabama Public Institutions

■ # Student Enrollment
■ # STEM Enrollment



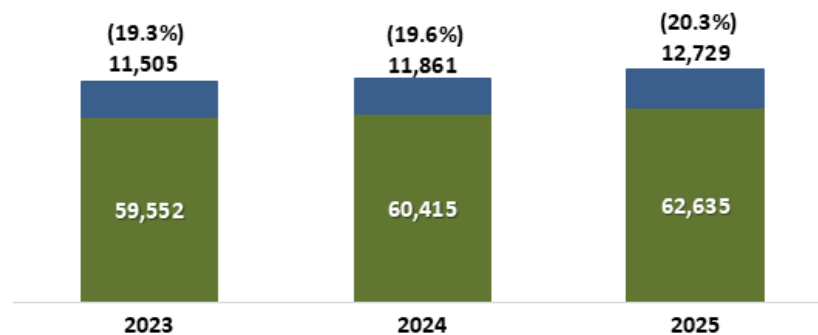
Source: Alabama Statewide Student Database.
Note: These numbers represent an unduplicated headcount.

Strategy Four

Promote the seamless transfer of students

Number of STEM Graduates
at Alabama Public Institutions

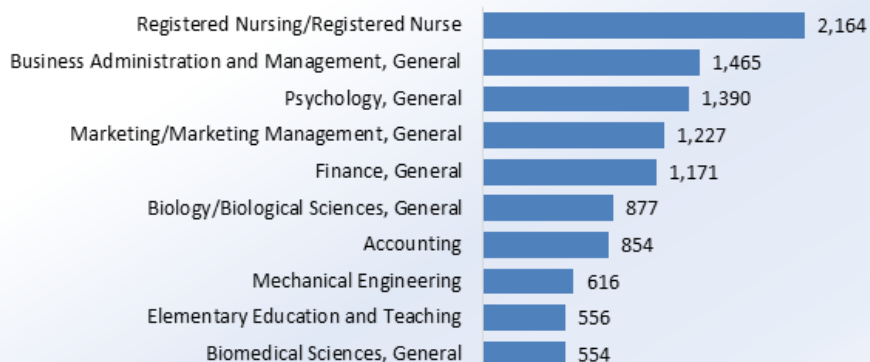
■ # STEM Graduates
■ # Graduates



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

Priority 4: Developing Alabama's Economy and Workforce

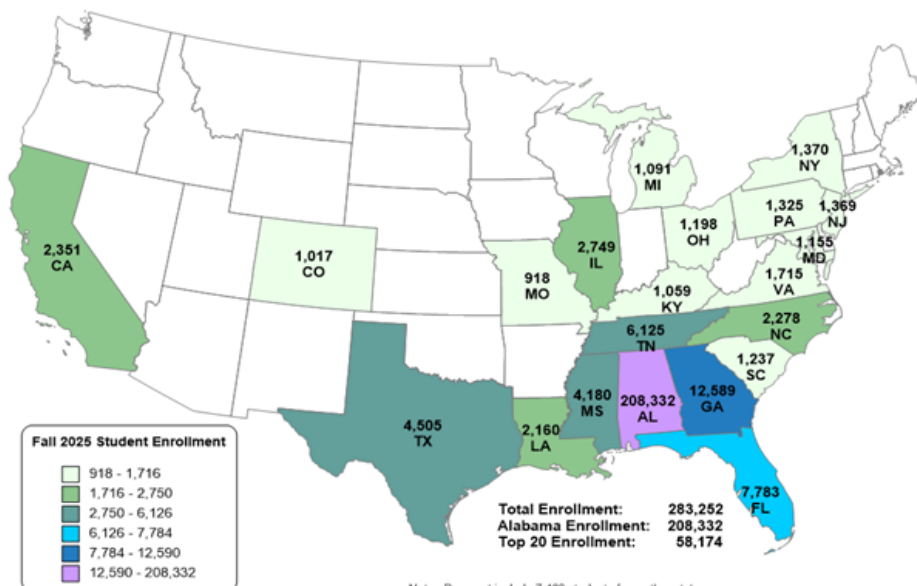
2024-2025 Top 10 Completions by Major for Baccalaureate Degrees



Number of baccalaureate degrees completed at Alabama public four-year institutions was 26,927.

Source: Alabama Statewide Student Database

Fall 2025 Enrollment in Alabama Public Colleges and Universities Including Students from Alabama and the Top 20 Feeder States



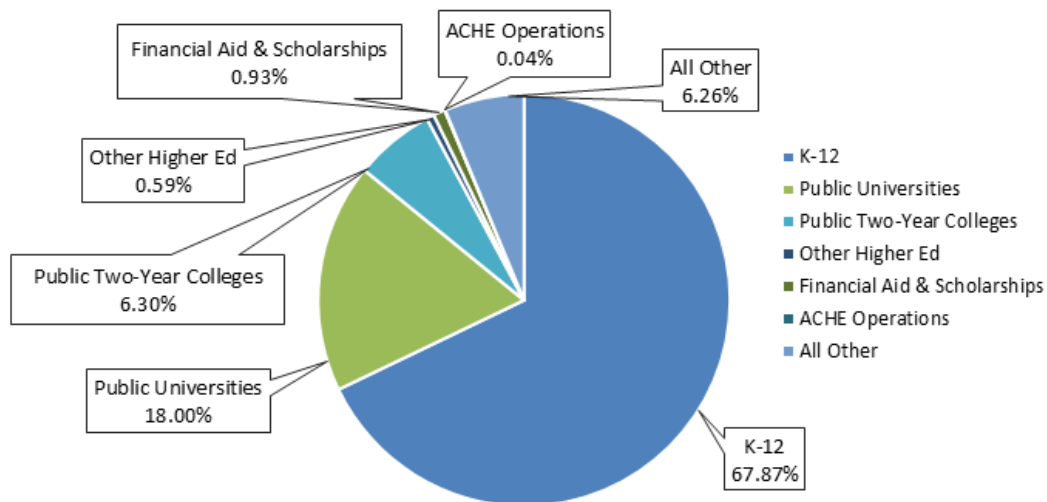
Note: Does not include 7,462 students from other states; and 9,284 students from unknown states, territories and foreign countries.

Source: Alabama Statewide Student Database

Priority 5: Organizational Effectiveness and Efficiency

Strategy One				
Optimize institutional performance				
Sectors	Split of ETF Appropriation	Percentage of ETF Split	Split of ETF Appropriation	Percentage of ETF Split
	FY 2025-26	FY 2025-26	FY 2026-27	FY 2026-27
K-12	\$6,737,754,832	67.99%	\$7,111,955,796	67.87%
Public Universities	\$1,776,618,830	17.93%	\$1,886,687,569	18.00%
Public Two-Year Colleges	\$622,223,785	6.28%	\$660,356,653	6.30%
Other Higher Ed	\$57,307,206	0.58%	\$61,988,494	0.59%
Financial Aid & Scholarships	\$96,451,091	0.97%	\$97,367,820	0.93%
ACHE Operations	\$4,470,148	0.05%	\$4,618,866	0.04%
All Other	\$614,590,647	6.20%	\$656,232,792	6.26%
Total	\$9,909,416,539	100.00%	\$10,479,207,990	100.00%

Percentage of ETF Appropriation for Education FY 2026-27



Source: ACHE Program Inventory





ALABAMA COMMISSION ON HIGHER EDUCATION



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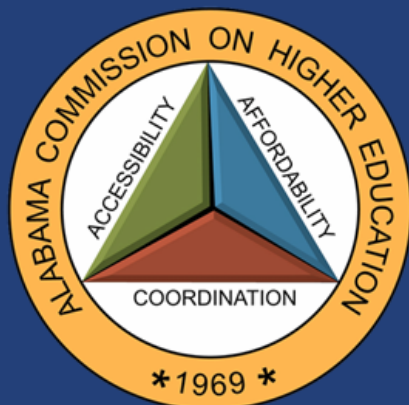


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100 North Union Street
Montgomery, Alabama 36104

ADVANCING HIGHER EDUCATION IN ALABAMA



2026

ACCESSIBILITY. AFFORDABILITY. COORDINATION

DECISION ITEM: C HBCU Deferred Maintenance Funds Distribution, FY 2026-2027

Staff Presenter: Dr. Jim Hood
Deputy Director of Financial and Information Systems

Staff Recommendation: That the Commission approve the recommended distribution of funds for the FY2027 HBCU Deferred Maintenance Grant Program as presented by the Commission staff.

Background: During the 2026 legislative session, lawmakers passed Act 2026-380 as part of the FY 2027 appropriation, providing \$5 million for a Deferred Maintenance Grant Program for Alabama's Historically Black Colleges and Universities (HBCUs). The Alabama Commission on Higher Education (ACHE) is responsible for administering the program.

The Federal Accounting Standards Advisory Board (FASAB) defines deferred maintenance as maintenance and repairs that were not performed when needed or scheduled and were delayed to a future period. These activities are intended to maintain fixed assets in acceptable condition and may include preventive maintenance; replacement of parts, systems, or components; and other necessary work to preserve or maintain an asset.

For this grant program, eligible deferred maintenance projects may include roof repairs; interior and exterior painting; floor resurfacing; repair or replacement of glass and hardware; electrical and plumbing systems, equipment, and fixtures; lighting and traffic-control devices; gutters and downspouts; parking lots, roads, and walkways; and central heating and cooling equipment. Projects addressing ADA compliance and health and safety requirements are also eligible.

The program requires a dollar-for-dollar institutional match, and recipients must provide documentation demonstrating the availability of matching funds. To promote equitable distribution, no institution may receive more than \$750,000, or 15% of the total grant funds.

This is a competitive grant and priority for funding projects was based on documented need as identified in application materials, including contractor estimates, photos highlighting areas of need, and the impact on ADA, health, and safety. Institutional equity was also a determining factor in determining the degree and order in which grant funds are distributed.

Supporting Documentation: 1. Funding Summary by Sector and Institution, FY2027 (supporting tables are attached).

Funding Summary by Sector and Institution, FY2027

Sector	Institution	FY 2027	Percent of Total	Sector Total	Institution Average	Sector Percent
Public Universities	Alabama A&M University	\$ 750,000	15.0%	\$ 1,500,000	\$ 750,000	30.0%
	Alabama State University	\$ 750,000	15.0%			
Public Community Colleges	Bishop State Community College	\$ 335,883	6.7%	\$ 1,839,867	\$ 306,645	36.8%
	Drake State Community College	\$ 284,400	5.7%			
	Gadsden State Community College	\$ 335,365	6.7%			
	Lawson State Community College	\$ 337,138	6.7%			
	Shelton State Community College	\$ 277,000	5.5%			
	Trenholm State Community College	\$ 270,081	5.4%			
Private Colleges and Universities	Miles College	\$ 278,514	5.6%	\$ 1,660,133	\$ 276,689	33.2%
	Oakwood University	\$ 278,880	5.6%			
	Selma University	\$ 268,685	5.4%			
	Stillman College	\$ 277,688	5.6%			
	Talladega College	\$ 279,750	5.6%			
	Tuskegee University	\$ 276,616	5.5%			
Total		\$ 5,000,000	100.0%			

ALABAMA COMMISSION ON HIGHER EDUCATION
September 11, 2026

DECISION ITEM: D

Operations Plan for FY 2026-2027

Staff Presenter:

Veronica Harris
Director of Agency Fiscal Services and Accounting

Staff Recommendation:

That the Commission approve the proposed Operations Plan for Fiscal Year 2026-27.

Background:

The purpose of the Operations Plan is to ensure that the objectives of the Legislature's FY 2026-27 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, 2026, was submitted; however, any changes can be made with a revision.

In Fiscal Year 2026-27, the Commission's total budget will be **\$88,782,195**. This is \$2,105,793. increase from FY 2025-26 budget of **\$86,676,402**.

There is one new line and one returning line item in the FY 2026-27 Education Trust Fund (ETF) budget.

Move on When Ready (NEW)	\$3,000,000
HBCU Consortium (RETURNING)	200,000

The following programs received the following increases/ (decreases) in the FY 2026-27 ETF budget:

ACHE Operations and Maintenance	\$ 148,718
SARA-Reciprocity (Earmarked)	\$ 50,000
STEM Major Teacher Recruitment	\$(4,500,000)
Nation PASI Program (Federal Earmark)	\$ 7,144,819
Articulations System	\$ 200,000
ESPCOR Research Program	\$ 200,000
Alabama Student Grant Program	\$ 500,000
Alabama National Guard Program	\$ 500,000
Alabama Law Enforcement Scholarship	\$(6,000,000)
Resource Conservation & Development	\$1,537,256
AKEEP Teacher Recruitment Partnership	\$ (400,000)
Alabama Minority Teachers Pilot	\$ (700,000)
USS Alabama Battleship	\$ 200,000
Black Belt Adventures	\$ 25,000

In terms of sources of revenue, in the coming fiscal year, approximately 92.0% of the Commission's funds come from the state's Education Trust Fund and 8% comes from local and federal funds.

In FY 2026-27, approximately 83% of the Commission's budget will be directed toward Grants and Benefits. The operations portion of the budget represents approximately 17% of the total funds available.

ALABAMA COMMISSION ON HIGHER EDUCATION
September 11, 2026

Supporting Documentation:

1. EBO Form 8. Agency Summary. Attached.
2. FY 2026-27 Operations Plan. Entire Document.
Available upon request.

[illegible]

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 11, 2026

DECISION ITEM: E

Public Drawing to Determine the Order of Payment of
Alabama Student Grant Program (ASGP) Funds for the
2026-2027 Academic Year

Staff Presenter:

Mrs. Tadena 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 2026-2027 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: F Final Approval of Administrative Procedures for the New Chapter 300-4-16: Move On When Ready

Staff Presenter: Dr. Stephanie C. Dolan
Director of Planning and Policy

Staff Recommendation: That the Commission preliminarily approve the proposed administrative procedures for the new Chapter 300-4-16: Move On When Ready.

Background: This program was created through Alabama Act 2025-412.

The purpose of the program is to allow eligible Alabama 11th- and 12th-grade students to complete required high school coursework through enrollment in eligible public institutions of higher education that elect to participate. This Administrative Code establishes the governing framework for secondary credit, funding, and program oversight. The Alabama Commission on Higher Education (ACHE) is the state agency vested with responsibility for the administration, management, and disbursement of the program's funds. The program shall be administered in accordance with all policies, procedures, and regulations duly established by ACHE.

Supporting Documentation: 1. Proposed Administrative Procedures for the Move On When Ready program (attached).

**ALABAMA COMMISSION ON HIGHER EDUCATION
ADMINISTRATIVE CODE**

**CHAPTER 300-4-16
MOVE ON WHEN READY**

TABLE OF CONTENTS

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300-4-16-.08	Return of Funds
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300-4-16-.10	Maintenance of Records

300-4-16-.01 Purpose.

To establish the Move On When Ready Program in accordance with Alabama Act 2025-412, allowing eligible Alabama 11th and 12th grade students to complete all high school coursework through enrollment at eligible public institutions of higher education that choose to participate in the program, and to define the framework for secondary credit, funding, and oversight.

Author: Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §16-5-1; Alabama Act 2025-412.

History: New Rule: Published March 31, 2026; effective May 15, 2026.

300-4-16-.02 Organization.

(1) The Move On When Ready Program will be administered in accordance with the policies and procedures established by the collaborative efforts of the Alabama Commission on Higher Education and its Council of Presidents along with the Alabama Community College System and its Board of Trustees in consultation with the Alabama State Department of Education and its State Board.

(2) The Alabama Commission on Higher Education will appoint the necessary staff to ensure the efficient operation of the Move On When Ready Program.

Author: Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §16-5-1; Alabama Act 2025-412.

History: New Rule: Published March 31, 2026; effective May 15, 2026.

300-4-16-.03 Definition of Terms.

(1) ACADEMIC PERIOD. A portion of an academic year, such as a semester or quarter, during which a public postsecondary institution holds classes, excluding Summer.

(2) ACADEMIC YEAR. The 12-month period beginning on July 1 and ending on the following June 30.

(2) ACCS. The Alabama Community College System.

(3) ACHE or COMMISSION. The Alabama Commission on Higher Education.

(4) ALSDE or DEPARTMENT. The Alabama State Department of Education.

(5) BOARD OF TRUSTEES. The Board of Trustees of ACCS.

(6) CERTIFIED PARTICIPATION LIST. The official list submitted by an eligible institution to ACHE that identifies eligible students enrolled in the institution through the Move On When Ready Program that serves as the basis for authorizing payments from the appropriate fund on their behalf.

(7) COST. Tuition, materials, and fees directly related to the courses taken by the eligible student at the participating institution.

(8) COUNCIL OF PRESIDENTS. The Council of Presidents is recognized as an advisory committee to ACHE, consisting of the president of each public four-year institution of higher education and Athens State University, the Chancellor of Postsecondary Education, and the presidents of three public two-year institutions of higher education to be selected by the chancellor.

(9) ELIGIBLE INSTITUTION or INSTITUTION. Each of the following, provided that the institution chooses to participate in the program:

(a) Any two-year public institution of higher education in Alabama, including postsecondary technical colleges, trade schools, community colleges, and junior colleges.

(b) Any four-year public institution of higher education in Alabama.

(10) ELIGIBLE STUDENT. A student entering the 11th or 12th grade who spent the prior school year in attendance at a public high school in Alabama who meets the eligibility criteria adopted pursuant this chapter [see 300-4-16-.04(4)(a)-(d)].

(a) A participating student maintains continued eligibility in the program at two levels:

1. Meeting the minimum requirements for earning the high school diploma, and
2. Meeting the minimum requirements for full-time status at the participating institution.

(11) FUND. The funds for Move on When Ready, created by Act 2025-412, to be set up in the State Treasury. The Executive Director of ACHE shall distribute the fund to eligible institutions on behalf of each participating eligible student.

(12) LOCAL BOARD OF EDUCATION. A city or county board of education, whether elected or appointed, for a school district in the state of Alabama.

(13) PARENT. A resident of this state who is the parent, guardian, custodian, or other individual with authority to act on behalf of an eligible student. The term does not include an individual who is not lawfully present in the United States.

(14) PARTICIPATING STUDENT. An eligible student pursuant to this chapter who is enrolled at and attending an eligible institution as a full-time student taking postsecondary courses that align with the required secondary credit.

(15) PROGRAM. Move on When Ready as authorized by Act 2025-412 whereby an eligible student takes all of his or her courses, as approved according to the Alabama State Board of Education, at an eligible institution and receives secondary credit from his or her high school with the goal of completing graduation and high school diploma requirements.

(16) SECONDARY CREDIT. High school credit for courses taken at an eligible institution under the Move On When Ready Program.

(17) STATE BOARD. The Alabama State Board of Education, which oversees ALSDE.

Author: Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §16-5-1; Alabama Act 2025-412.

History: New Rule: Published March 31, 2026; effective May 15, 2026.

300-4-16-.04 Enrollment Policies and Procedures.

(1) ALSDE shall provide each local board of education with the necessary forms and program guidelines of the Move On When Ready Program in reasonable time to ensure that the local board of education shares such documents with all middle school, 9th, 10th, and 11th grade students in the district no later than April 1 of each year.

(2) ALSDE shall ensure that each local board of education provides counseling services in accordance with the counseling guidelines to its students and their parents or guardians prior to each student's enrollment in the Move On When Ready Program and that the students and parents or guardians understand the responsibilities that shall be assumed in participating in the program.

(a) The counseling guidelines shall specify which courses offered through the Move On When Ready Program by a participating eligible institution are postsecondary-level courses that are acceptable undergraduate college credit to be recorded on an official college transcript.

(b) Students and their parents or guardians shall be advised that participation in this program may involve exposure to, and engagement in, discussions of mature subject matter. Course curricula shall not be altered or modified for purposes of participation in the program.

(3) The local board of education shall require the student and the student's parent or guardian to sign a form that states they have each received the counseling specified in (2) of this section and that they understand the responsibilities that shall be assumed in participating in the program.

(4) Eligibility criteria for program participation, including applicable state and federal testing requirements for eligible students participating in the program, are as follows:

(a) Students entering the 11th or 12th grade.

- (b) Student who spent the prior school year in attendance at a public high school in Alabama.
 - (c) Students seeking enrollment in the Move On When Ready Program for postsecondary courses to be applicable for secondary credit must have a minimum cumulative (unweighted) high school grade point average of 3.25 on a 4.0 scale.
 - (d) Students must have written approval of the appropriate principal or career and technical education program representative (if applicable) and counselor. Approval from secondary school officials indicates that the student has demonstrated academic readiness.
- (5) Each local board of education shall grant academic credit to an eligible student enrolled in a course at an eligible institution if that course has been approved pursuant to paragraph (6) of this section and if the participating student successfully completes that course.
- (6) The state board and representatives of each participating eligible institution shall collaborate to approve courses for inclusion in the program. Any course that is substantially comparable to a high school course approved by the state board, other than a remedial or summer school course, shall be approved.
- (a) Co-requisite courses may be approved for inclusion in the program, provided that a student may only receive one secondary credit for the completion of both the co-requisite course and the companion college-level course.
- (7) The secondary credit granted shall be for the comparable high school course.
- (8) Secondary school credits granted for eligible institution courses shall be counted toward graduation requirements and subject area requirements of the local board of education. Evidence of successful completion of each course and secondary credits granted shall be included in the eligible student's high school transcript. Secondary credit for postsecondary courses shall be awarded in the same manner as credits for dual enrollment courses.
- (9) Students who successfully complete a course that is not approved under paragraph (6) of this section may receive secondary credit for purposes of satisfying an elective credit.
- (10) The state board shall establish rules to require local boards of education to award a high school diploma to any

eligible student who has completed the program at an eligible institution, provided that the credit earned at the institution satisfies course requirements needed for the eligible student to complete high school graduation.

(11) To enroll in the Move On When Ready Program at a participating institution, an eligible student shall submit copies of all duly executed program documents, as provided by the student's local board of education, to the eligible institution as part of the admission process along with all other standard institutional admission requirements.

(a) An eligible institution that accepts an eligible student for the Move On When Ready Program may not receive any state funds for that participating student unless the institution complies with the requirements of this chapter.

(b) An eligible student enrolled in an eligible institution for secondary credit shall not be eligible for any other state student financial aid for courses taken under the program.

(12) To maintain eligibility for this program, the participating student must maintain full-time enrollment status at the participating institution.

(13) If accepted at an eligible institution, an eligible student may take any approved course at that institution, whether or not the course is taught during the regular public school day, and receive secondary credit. While taking courses at an eligible institution, the participating student shall be considered a student of that participating institution and may not take any courses at his or her high school or participate in any school activities, including extra-curricular activities, except as provided as follows:

(a) A participating student who successfully completes the Move On When Ready Program at an eligible institution and satisfies the requirements for a high school diploma may participate in his or her official high school graduation ceremony pending approval of the local board of education.

(14) Participating students who fail to complete the requirements for a high school diploma while enrolled in the program shall not be reported as high school dropouts on the state report card.

(15) A participating student who voluntarily withdraws from a participating institution, or is dismissed from enrollment due to a violation of institutional rules or policies, shall be

permitted to re-enroll in the high school previously attended in Alabama in accordance with guidelines established by ALSDE.

Author: Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §16-5-1; Alabama Act 2025-412.

History: New Rule: Published March 31, 2026; effective May 15, 2026.

300-4-16-.05 Audits.

(1) Each eligible institution that participates and receives funds on behalf of, and to the credit of, any participating student shall be subject to examination at any time by the Commission, the Examiner of Public Accounts, or the State Auditor, for the purpose of determining whether the participating institution has complied with the rules, regulations, and procedures of the Move On When Ready Program.

(2) If a participating institution certifies an ineligible student for the Move On When Ready Program, the amount of the funds paid pursuant to such certification shall be refunded by the institution to the Move On When Ready Program. The Department of Examiners of Public Accounts may audit all receipts, disbursements, assets, liabilities, and other resources of any postsecondary educational institution receiving funds on behalf of, and to the credit of, any participating student.

(a) A participating institution that certifies an ineligible student shall be declared ineligible to participate in the Move On When Ready Program for the duration of four academic periods (equivalent to two fall and spring consecutive semesters). During this period of ineligibility, the institution must continue to meet all program requirements for students who were already properly enrolled but is prohibited from certifying or enrolling any new eligible students in the program.

(b) Any person who knowingly makes or furnishes any false statement or misrepresentation, or who accepts a statement or misrepresentation knowing it to be false, for the purpose of enabling an eligible institution to obtain wrongfully any payment under this chapter shall be guilty of a misdemeanor.

Author: Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §16-5-1; Alabama Act 2025-412.

History: New Rule: Published March 31, 2026; effective May 15, 2026.

300-4-16-.06 Fund Allocation Procedures.

(1) All documents of 300-4-16-.04 provided by the eligible student's local board of education and signed by the eligible student and the student's parent or guardian shall be submitted along with all other admission requirements to the participating eligible institution.

(2) The amount paid shall be the lesser of the following, reduced by a records fee of two hundred dollars (\$200) to cover the administrative costs of the local board of education, which is to be used as follows:

(a) The actual cost of tuition, materials, and course-related fees, minus \$200 that goes to the local school board for handling paperwork and administration; or

(b) The amount of money the student's local board of education would have received from the state if the student had stayed in regular high school classes.

1. In a student's second year in the program, the amount that is paid to the local board of education will be reduced by the amount paid to the eligible institution from the fund.

2. The \$200 records fee can be increased each year by up to 4%, if ALSDE decides to do so.

3. All money in the fund must be budgeted and spent according to Alabama's Budget Management Act and only in amounts approved by the Legislature through the normal budgeting process.

(3) The total amount of Move On When Ready funds for each eligible student for the academic year will be split into two equal portions, with one portion distributed to a single eligible institution per academic period. A separate application must be submitted for each academic period of enrollment for every participating student by each participating institution.

~~(a) The parent or guardian of a participating student is responsible for paying any remaining costs owed to the eligible institution after the Move On When Ready funds have been applied for that academic period.~~

(4) A student may transfer to another eligible institution, subject to and in compliance with the transfer policies and agreements governing both institutions, while continuing enrollment in courses under the Move On When Ready program in order to preserve program eligibility.

(5) In the event that a student voluntarily withdraws from a participating institution, or is dismissed from enrollment due to a violation of institutional rules or policies, the participating student shall be permitted to re-enroll in the high school previously attended in Alabama in accordance with guidelines established by ALSDE.

(6) Each participating institution shall maintain a Certified Participation List provided by ACHE to submit for request of Move On When Ready funds each academic period.

(a) The deadlines for the Certified Participation List for each academic period are as follows:

1. The fall academic period Certified Participation List must be received by November 1.

2. The spring academic period Certified Participation List must be received by April 1.

Author: Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §16-5-1; Alabama Act 2025-412.

History: New Rule: Published March 31, 2026; effective May 15, 2026. Amended: Published ; effective .

300-4-16-.07 Disbursement Procedures.

(1) The Executive Director of ACHE shall distribute the fund to eligible institutions on behalf of each participating eligible student.

(2) Participating institutions shall, on an annual basis, enter into a Memorandum of Understanding with ACHE, setting forth the terms governing fund allocations and institutional payment procedures under the Move On When Ready Program.

(3) The amount paid shall be the lesser of the following, reduced by a records fee of two hundred dollars (\$200) to cover the administrative costs of the local board of education, which is to be used as follows:

(a) The actual cost of tuition, materials, and course-related fees, minus \$200 that goes to the local school

board for handling paperwork and administration; or

(b) The amount of money the student's local board of education would have received from the state if the student had stayed in regular high school classes.

1. In a student's second year in the program, the amount that is paid to the local board of education will be reduced by the amount paid to the eligible institution from the fund.

2. The \$200 records fee can be increased each year by up to 4%, if ALSDE decides to do so.

3. All money in the fund must be budgeted and spent according to Alabama's Budget Management Act and only in amounts approved by the Legislature through the normal budgeting process.

(4) The total amount of Move On When Ready funds for each eligible student for the academic year will be split into two equal portions, with one portion distributed to a single eligible institution per academic period. A separate application must be submitted for each academic period of enrollment for every participating student by each participating institution.

~~(a) The parent or guardian of a participating student is responsible for paying any remaining costs owed to the eligible institution after the Move On When Ready funds have been applied for that academic period.~~

(5) ACHE shall verify the dollar amount of each institution's total fund amount to cover all participating students enrolled in each academic period from the Certified Fund Lists received from all participating eligible institutions. No participating student shall receive Move On When Ready funds at more than one approved institution during any one academic period.

(6) ACHE shall prepare a request for the State Comptroller to disburse Move On When Ready funds to the participating institutions. The check and a signature roster with the dollar amount of fund payment indicated for each participating student shall be forwarded to each participating institution. The institution will be responsible for allocating the funds accordingly to the participating student's account with the dollar amount indicated on the signature roster. Should the dollar amount of a fund credited to an eligible student's account exceed the dollar amount due the institution by the participating student at the time the Move On When Ready fund is credited to the student's account, a check in the amount of

the excess funds (credit) shall be returned to the Move On When Ready Program.

(7) If a participating student whose eligibility for the program has been certified by a participating eligible institution becomes ineligible for the fund before the expiration of the institutional tuition payment period, the funds shall not be applied to the student's account but shall be returned to the Move On When Ready Program.

(8) In no academic period may the fund amount credited to a participating student's account exceed the per student operating expenditures of the institution for nonsectarian, secular educational purposes. Under no circumstances shall any Move On When Ready Program funds be utilized by an eligible institution or an eligible student for religious, sectarian or denominational purposes. Eligible institutions receiving Move On When Ready Program funds shall segregate such funds in a special revenue account and shall identify nonsectarian expenditures of such funds.

Author: Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §16-5-1; Alabama Act 2025-412.

History: New Rule: Published March 31, 2026; effective May 15, 2026. **Amended:** Published July 31, 2026; effective .

300-4-16-.08 Return of Funds.

(1) If a participating student whose eligibility for the program that has been certified by the participating institution becomes ineligible for the fund before the expiration of the institutional tuition payment period, the funds shall not be applied to the student's account but shall be returned to the Move On When Ready Program.

(2) If a participating student becomes ineligible for the fund at an institution after funds are received by the institution and applied to the student's account (following certification as eligible for the program by the institution) prior to the end of the academic period, the institution shall refund the Move On When Ready Program any portion of the payment that exceeds the institution's direct charges to the student for the period of actual enrollment.

(a) A participating student who drops below the minimum enrollment requirement of 12 hours for full-time status automatically becomes ineligible for the Move On When Ready Program.

(3) Each return of funds reported on the Move On When Ready Form shall include:

- (a) The name of the participating institution;
- (b) The full name and identification number of each participating student;
- (c) The action which necessitated the return of funds, and the date of that action;
- (d) The direct institutional charges to the student for the academic period involved; and
- (e) The amount of the student's Move On When Ready fund for that academic period.

Author: Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §16-5-1; Alabama Act 2025-412.

History: New Rule: Published March 31, 2026; effective May 15, 2026.

300-4-16-.09 Review Procedures.

(1) No later than July 1 of each year, ALSDE, in consultation with ACCS and ACHE, shall prepare and publish a report on the impact of the Move On When Ready Program during the previous academic year. The report shall include, but not be limited to,

- (a) the number of students in each school district participating in the program,
- (b) the number completing the program,
- (c) the number graduating from high school, and
- (d) the number earning a postsecondary credential.

(2) No later than September 1 of each year, ACHE, in consultation with ACCS and ALSDE, shall prepare and publish a report on the funds of the Move On When Ready Program during the previous academic year. The report shall include, but not be limited to,

- (a) the number of participating students enrolled in each participating institution,
- (b) the total amount of program funds paid to each participating institution on behalf of participating students,

(c) the number earning a postsecondary credential, along with the programs of study in which the participating students enrolled.

(3) The institutional review will enable the Commission to express an opinion of the administrative controls and of the compliance aspects of the Move On When Ready Program at the participating institution.

(4) The participating institution shall make all records and information relative to the Move On When Ready Program available to the reviewer whose primary objectives for performing institutional reviews are as follows:

(a) To determine whether the participating institution's reports present information accurately and in conformity with the Move On When Ready Program policies and procedures, and whether all reports are prepared on a consistent basis from one academic period to the next;

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

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

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

(5) The reviewer will provide a written report to the participating institution and shall include:

(a) Any findings of inaccuracies in institutional reports;

(b) Any inconsistencies in institutional reports;

(c) Conclusions regarding the adequacy of administrative controls;

(d) Any areas of noncompliance; and

(e) Recommendations for improvement.

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

(7) When an institutional review reveals sufficient problems pertaining to the Move On When Ready Program at a participating institution, the Executive Director of the Commission may:

(a) Impose a temporary suspension of the Move On When Ready payments to the institution;

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

(c) Demand repayment of any Move On When Ready Program 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.

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

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

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

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

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

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

(e) Demand repayment of any Move On When Ready Program 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: Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §16-5-1; Alabama Act 2025-412.

History: New Rule: Published March 31, 2026; effective May 15, 2026.

300-4-16-.10 Maintenance of Records.

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

(2) The records for any fiscal activity period shall be retained for at least five (5) years following the date of submission of the institution's Certified Participation List, unless a longer retention period is necessitated because of program review or audit resolution problems. In the event a participating institution closes or otherwise ceases operation and fails to matriculate students, institutional Move On When Ready Program records of the institution shall be forwarded to ACHE for retention.

(3) The financial aid office representative of the participating institution for the Move On When Ready Program will submit the institution's Move On When Ready Certified Participation List to the Commission each academic period, which will be used to gather data in a uniform manner from each institution for each participating student; such forms shall contain information relative to all eligibility criteria for the Move On When Ready fund. Fiscal records pertaining to the operation of the Move On When Ready Program at a participating institution must be maintained in a manner which provides a clear audit trail.

(4) The Executive Director of the Commission or any of the Director's duly authorized representatives will have access for the purpose of review and examination to Move On When Ready Program records and supporting documents maintained by the participating institution.

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

Author: Stephanie C. Dolan

Statutory Authority: Code of Ala. 1975, §16-5-1; Alabama Act 2025-412.

History: New Rule: Published March 31, 2026; effective May 15, 2026.

DECISION ITEM: G-1

Alabama State University, Master of Science in Criminal Justice
(CIP 43.0104)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science (MS) in Criminal Justice.

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

Implementation Date: The proposed program will be implemented in Spring 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 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 2028-29 through 2033-34 (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.

Alabama State University (ASU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 MS will prepare graduates for employment in positions included on the 2024-25 Alabama Demand Occupations List.
2. The MS program is designed to meet the scheduling and professional needs of working adults in the criminal justice field and will be offered 100% online.
3. The program proposal includes letters of support from the City of Montgomery Police Department and the Montgomery County Sherriff's office, attesting to the need for the program.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Alabama State University proposal dated July 10, 2026, 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	ALABAMA STATE UNIVERSITY							
PROGRAM NAME:	CRIMINAL JUSTICE						CIP CODE:	43.0104
SELECT LEVEL:	GRADUATE (MASTER'S)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS	\$84,500	\$84,500	\$169,000	\$169,000	\$169,000	\$169,000	\$169,000	\$1,014,000
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$140,000
ACCREDITATION	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$104,500	\$104,500	\$189,000	\$189,000	\$189,000	\$189,000	\$189,000	\$1,154,000
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$200,340	\$200,340	\$257,580	\$300,510	\$300,510	\$300,510	\$300,510	\$1,860,300
EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$200,340	\$200,340	\$257,580	\$300,510	\$300,510	\$300,510	\$300,510	\$1,860,300
ENROLLMENT PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	10	10	15	15	15	15	13.33
PART-TIME ENROLLMENT HEADCOUNT		20	30	30	30	30	30	28.33
TOTAL ENROLLMENT HEADCOUNT		30	40	45	45	45	45	41.67
NEW ENROLLMENT HEADCOUNT		30	30	35	35	35	35	33.33
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead “0”s and Lead 0 years in computing the average annual degree completions.								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	8	12	15	15	15	15	13.33

Attachment 2

Summary of Background Information

Master of Science in Criminal Justice
Alabama State University

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

Program Description: The proposed MS in Criminal Justice will prepare professionals for advanced leadership and management careers across the criminal justice system through two concentrations: Criminal Justice Leadership and Management and Correctional Leadership and Management. Offered online in both thesis (36 credit hours) and non-thesis (30 credit hours) tracks, the program will provide a rigorous core curriculum in ethics, legal aspects of criminal justice management, organizational leadership, criminological theory, and research methods, followed by concentration-specific electives. The program is designed to produce proficient, ethically grounded leaders committed to advancing public safety and equitable outcomes across Alabama and beyond.

Student Learning Outcomes: Learning outcomes of the MS in Criminal Justice include the following:

1. Demonstrate comprehensive competency in the functional components of the criminal justice system, including law enforcement, corrections, courts, and juvenile justice, with an emphasis on leadership and management principles applicable to both Option 1 (Criminal Justice Leadership & Management) and Option 2 (Correctional Leadership and Management).
2. Apply advanced critical thinking and analytical problem-solving skills by evaluating evidence, selecting among competing alternatives, and generating workable solutions to support effective decision-making in criminal justice and correctional leadership and management contexts.
3. Design and implement policies and procedures that address the operational needs of criminal justice agencies, including those that serve vulnerable populations within correctional systems, in alignment with legal, ethical, and organizational standards.
4. Demonstrate effective written and oral communication skills by producing clear, concise, and analytically sound criminal justice reports, policy documents, and professional presentations appropriate for leadership roles in law enforcement and correctional settings.
5. Apply an in-depth knowledge of ethical frameworks and professional standards commonly employed in the criminal justice field to identify, analyze, and resolve a wide range of ethical dilemmas encountered in leadership and management practice.
6. Demonstrate the application of evidence-based research methods and criminological theory to evaluate criminal justice programs, inform policy decisions, and advance organizational effectiveness in law enforcement and correctional environments.
7. Demonstrate the leadership, teamwork, and collaborative skills necessary to manage diverse criminal justice teams, engage community stakeholders, and serve as an advocate for public safety and justice reform at the local, state, and national levels.

Administration: The program will be administered by the College of Liberal Arts and Social Sciences, Dr. Rockwell Brown-Burton, Dean; and the Department of Criminal Justice and Social Sciences, Dr. Keith Ray, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Five responses were received. Three responses expressed support for the proposed program, while two others questioned whether there is sufficient student demand for the proposed program.

Public Review: The program was posted on the Commission website from July 22, 2026, to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following public institutions in Alabama offer related graduate degrees:

- Auburn University at Montgomery, MS in Criminal Justice (CIP 43.0104)
- Jacksonville State University, MS in Criminal Justice (CIP 43.0104)
- Troy University, MS in Criminal Justice (CIP 43.0103)
- The University of Alabama, MS in Criminology and Criminal Justice (CIP 45.0401)
- University of Alabama at Birmingham, MSCJ in Criminal Justice (CIP 43.0199)
- University of North Alabama, MSCJ in Criminal Justice (CIP 43.0103)
- University of South Alabama, MPA in Public Administration (CIP 44.0401), with concentration in Criminal Justice

Relationship to Existing Coursework: The proposed MS is related to ASU's existing BS in Criminal Justice. The undergraduate program provides the academic and professional foundation upon which the MS is built, and the two programs are designed to function as a coherent, vertically integrated pathway from baccalaureate to graduate study. The two programs will share facilities, faculty and library resources. The two programs serve distinct student populations at different stages of their academic and professional development.

Collaboration: ASU has no plans for outside collaboration at this time.

Specialized Accreditation and Professional Licensure: Professional licensure or industry certification is not required for graduates of the proposed MS program to gain entry-level employment in most criminal justice-related occupations.

Professional Certification: Students will be prepared to pass the National Incident Management Systems (NIMS) certificate exam offered through the Federal Emergency Management Agency (FEMA).

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

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

Curriculum: ASU intends to develop 17 new courses to support the proposed MS. Full-time students will be able to complete the program in 3 semesters, and part-time students in 6 semesters.

Curriculum Overview of Proposed Program – Non-Thesis Option	
Credit hours required in program courses	12
Credit hours required in program options (concentrations/specializations/tracks)	15
Credit hours in program electives	0
Credit hours in required research/thesis	0
Credit hours in required capstone/internship/practicum	3
Total Credit Hours Required for Completion	30

Curriculum Overview of Proposed Program – Thesis Option	
Credit hours required in program courses	12
Credit hours required in program options (concentrations/specializations/tracks)	15
Credit hours in program electives	0
Credit hours in required research/thesis	6
Credit hours in required capstone/internship/practicum	3
Total Credit Hours Required for Completion	36

Depending on their professional goals, students will select a thesis track (36 credit hours) or non-thesis track (30 credit hours). In each track, students will choose between two concentrations: Criminal Justice Leadership & Management or Correctional Leadership and Management. Each concentration is designed

to serve a distinct professional pathway within the criminal justice field, while sharing a core curriculum that ensures all graduates demonstrate foundational competency in ethics, law, organizational leadership, criminological theory, and research methods.

Industry Need: The proposed MS program at ASU is designed to meet specific workforce needs in Alabama by preparing graduates for careers as First Line Supervisors of Correctional Officers (SOC 33-1010); First Line Supervisors of Police and Detectives (SOC 33-1012); and Detectives and Criminal Investigators (SOC 33-3021). The proposal is supported by letters of support from the following entities: Acting Chief of the City of Montgomery Alabama; and the Sheriff of Montgomery County.

The ADOC employs over 3,400 personnel and continues to expand operations in response to federal oversight and court-mandated reforms. Research conducted at the University of Alabama documented a 27% increase in domestic violence from March 2020 to March 2021, while a 2021 study in the Journal of Criminal Justice found a 25–30% global increase in domestic violence cases in 2020. The occupations most directly aligned with the MS curriculum, specifically Detectives & Criminal Investigators, Police & Sheriff's Patrol Officers, and First-Line Supervisors of Police & Detectives, together generate approximately 1,225 average annual job openings in Alabama, with median salaries ranging from \$47,135 to \$72,946. The MS will prepare graduates to compete for the higher-skilled, supervisory, investigative, and management roles within this pipeline, positions that increasingly require advanced graduate-level training in criminal justice leadership, organizational management, legal aspects of criminal justice, and evidence-based policy.

Student Demand: Student demand was determined using a pre-proposal student interest survey, the institutional enrollment pipeline from the existing BS in Criminal Justice, and regional labor market demand data. A structured survey administered to current undergraduate students and recent graduates of ASU's BS in Criminal Justice yielded 178 respondents (111 current students; 65 graduates). Key findings: 88% expressed interest in enrolling in the proposed MS program; 83% preferred the non-thesis (30 credit hour) track; 77% preferred fully online course delivery; 94% of respondents indicated a concentration preference selected Option 1: Criminal Justice Leadership & Management. The existing BS in Criminal Justice provides a direct and sustained pipeline of qualified prospective graduate students, from which 111 of the 178 survey respondents were drawn, confirming ongoing institutional interest in criminal justice education at ASU.

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	0	
	Administration	1	
	Support Staff	0	
New to be Hired	Full-Time Faculty	2	
	Part-Time Faculty		
	Administration		
	Support Staff		

The proposed MS program will be supported by a faculty complement that is sufficient in number, qualifications, and disciplinary expertise to ensure curriculum quality, program integrity, and ongoing program review. ASU plans to hire one full-time doctoral-qualified faculty member in Year 1. To support the program's growth from 30 students to a steady-state enrollment of 45 students (Years 4–7), ASU will hire one additional faculty member, bringing the total primary faculty count to six full-time faculty. If student enrollments exceed expected levels, ASU intends to hire additional full-time faculty members to support instruction and supervision of student thesis projects.

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: ASU has budgeted \$20,000 annually in the first seven years to support the acquisition of additional graduate-level books, serials, and electronic resources identified in the Levi Watkins Learning Center's library assessment.

Program Budget: The proposal projects that \$1,154,000 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 \$1,860,300 through tuition and fees.

Attachment 3

Master of Science in Criminal Justice
Alabama State University

Curriculum Components of Proposed Program – Non-Thesis Track				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Program Courses		15		
CRJ 500	Ethics in Criminal Justice Leadership & Management	3	Y	
CRJ 501	Legal Aspects of Criminal Justice Management	3	Y	
CRJ 502	Organizational Principles of Leadership in Criminal Justice	3	Y	
CRJ 503	Criminological Theory in the Administration of Justice	3	Y	
CRJ 504	Survey of Research Methods in Criminal Justice	3	Y	
Program Options (enter total credit hours from all options below)		0		
Program Electives (select four courses)		12		
CRJ 508	Contemporary Issues in Policing	3	Y	
CRJ 509	Contemporary Issues in Courts	3	Y	
CRJ 510	Contemporary Issues in Juvenile Justice	3	Y	
CRJ 511	Contemporary Issues in Corrections	3	Y	
CRJ 512	Community Based Corrections (required for Correctional Leadership Mgmt option)	3	Y	
CRJ 513	Civil Liberties in Correctional Management (required for Correctional Leadership Mgmt option)	3	Y	
CRJ 514	Victimology	3	Y	
CRJ 515	Emergency & Crisis Management (required for CJ Leadership Mgmt option)	3	Y	
CRJ 516	Race, Ethnicity, and Crime (required for CJ Leadership Mgmt option)	3	Y	
CRJ 517	Special Topics	3	Y	
Required Thesis/Research		0		
Capstone/Internship/Practicum		3		
CRJ 505	Capstone Course in Leadership & Management	3	Y	
Total Credit Hours Required for Completion:		30		

Curriculum Components of Proposed Program – Thesis Track				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Program Courses		15		
CRJ 500	Ethics in Criminal Justice Leadership & Management	3	Y	
CRJ 501	Legal Aspects of Criminal Justice Management	3	Y	
CRJ 502	Organizational Principles of Leadership in Criminal Justice	3	Y	
CRJ 503	Criminological Theory in the Administration of Justice	3	Y	
CRJ 504	Survey of Research Methods in Criminal Justice	3	Y	
Program Options (enter total credit hours from all options below)		0		
Program Electives (select three courses)		9		
CRJ 508	Contemporary Issues in Policing	3	Y	
CRJ 509	Contemporary Issues in Courts	3	Y	
CRJ 510	Contemporary Issues in Juvenile Justice	3	Y	
CRJ 511	Contemporary Issues in Corrections	3	Y	
CRJ 512	Community Based Corrections (required for Correctional Leadership Mgmt option)	3	Y	
CRJ 513	Civil Liberties in Correctional Management (required for Correctional Leadership Mgmt option)	3	Y	
CRJ 514	Victimology	3	Y	
CRJ 515	Emergency & Crisis Management (required for CJ Leadership Mgmt option)	3	Y	
CRJ 516	Race, Ethnicity, and Crime (required for CJ Leadership Mgmt option)	3	Y	
CRJ 517	Special Topics	3	Y	
Required Thesis/Research		9		
CRJ 506	Statistics in Criminal Justice	3	Y	
CRJ 507	Thesis (to be taken twice for a total of 6 credit hours)	6	Y	
Capstone/Internship/Practicum		3		
CRJ 505	Capstone Course in Leadership & Management	3	Y	
Total Credit Hours Required for Completion:		36		

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 11, 2026

DECISION ITEM: G-2a

Auburn University, Substantive Modification to the Bachelor of Science in Special Education -- Rehabilitation and Disability Studies (CIP 13.1099)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the substantive modification to separate the Rehabilitation and Disability Studies option from the Bachelor of Science in Special Education (CIP 13.1099) and establish it as a separate Bachelor of Science in Rehabilitation and Disability Studies at CIP 51.2300. The Bachelor of Science in Special Education will remain at CIP 13.1099.

Background:

According to the Alabama Administrative Code §300-2-1-.06 ("Reasonable Extensions and Alterations of Existing Programs of Instruction"), certain program extensions or alterations must be approved by the Commission prior to implementation. In most cases, substantive modifications requiring approval will be considered only if they will not require additional resources to implement and will not negatively impact the viability of existing programs.

The following modifications to existing degree programs are considered substantive – requiring Commission approval:

1. Consolidating two or more-degree programs
2. Separating an existing program into two distinct programs
3. Changing more than 50% of the program's curriculum
4. Increasing or decreasing the program's total credit hours by more than 25%
5. Changing the nomenclature for doctoral degrees
6. Creating a degree program offered jointly by more than one institution
7. Reactivating a deleted program

Auburn University (AU) is proposing to separate the existing Rehabilitation and Disability Studies option from the Bachelor of Science in Special Education at CIP 13.1099 and establish it as a standalone Bachelor of Science in Rehabilitation and Disability Studies at CIP 51.2300. The program was one of three options under special education in 1998, when its last substantive modification was made, and most courses were then shared with two special education teacher-preparation programs. Over the last 27 years, Rehabilitation and Disability Studies have evolved into a high-demand program preparing students for rehabilitation and therapeutic fields beyond public education, including pre-allied health, rehabilitation services, recreation therapy, and advocacy. The proposed CIP 51.2300 more accurately reflects the degree and its graduate outcomes. The BS in Special Education will remain at CIP 13.1099. The modification requires no additional faculty or other resources.

Supporting Documentation:

1. Summary of Proposed Substantive Modification, attached.

2. Curriculum for the Modified Program, attached.
3. Auburn University, Proposal for Substantive Modification, submitted July 2, 2026. Available upon request.
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.

Attachment 1

Summary of Proposed Modification

Bachelor of Science in Rehabilitation and Disability Studies

Program Description: Auburn University's Bachelor of Science in Rehabilitation and Disability Studies prepares students for roles in rehabilitation and therapeutic fields, including pre-allied health fields such as occupational therapy and physical therapy, rehabilitation services, recreation therapy, and disability advocacy. The proposed classification at CIP 51.2300, Therapeutic Professions, General, more accurately describes the degree as it has been offered for over a decade.

Student Learning Outcomes: Graduates of the BS in Rehabilitation and Disability Studies will demonstrate the following abilities:

1. Articulate knowledge of the social, psychological, and physical impact of disability within societal and historical contexts.
2. Demonstrate and apply helping skills related to working with and empowering people with disabilities.
3. Articulate professional standards and ethics related to rehabilitation.
4. Create and demonstrate knowledge and skills related to rehabilitation practices, including case management, group facilitation, professional management, and conflict management.

Administration: The program is administered by the College of Education, Dr. Jeffrey Fairbrother, Dean; and the Department of Special Education, Rehabilitation, and Counseling, Dr. Margaret Flores, Chair.

Specialized Accreditation: The program was accredited by the Council on Rehabilitation Education (CORE) until CORE merged with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in 2017, which only accredits graduate programs. The Commission on Accreditation of Allied Health Education Programs (CAAHEP), through its Committee on Rehabilitation Accreditation (CORA), has recently begun to accredit undergraduate rehabilitation programs. AU's program faculty are gathering information about the new accreditation and standards.

Similar Programs: Troy University offers a BS in Rehabilitation and Disability Studies at CIP 51.2300, and Alabama State University offers a BS in Rehabilitation Services at CIP 51.2399.

Relationship to Existing Coursework: The undergraduate program in Rehabilitation and Disability Studies is considered an option under the BS in Special Education (CIP 13.1099), though it has operated as a separate program and does not lead to educator certification. If the substantive modification is approved, the BS in Special Education will remain the only bachelor's program classified at CIP 13.1099. AU also offers a related graduate program, the MEd in Clinical Rehabilitation Counseling (CIP 51.2310), which is accredited by CACREP and fulfills educational requirements for national certification.

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

Curriculum: The current approved curriculum will become Track A. The modified program adds Track B to align with student interests, program outcomes, and trends in the field. Track B removes eight credit hours of required science courses and adds a required 15-credit-hour minor in either Special Education for Health and Related Professions or Counseling. Both tracks require 120 credit hours. Track A includes 49 credit hours in program courses, 58 hours in general education or the core curriculum, and 13 hours of required or free electives. Track B includes 49 credit hours in program courses, 50 hours in general education or the core curriculum, 15 hours in support courses, and 6 hours of required or free electives. Up to 60 transfer credit hours may be applied. The curriculum requires a four-credit-hour practicum and a nine-credit-hour internship. Full-time students are expected to complete the program in eight semesters; part-time students in 16 semesters.

Curriculum Overview of Proposed Program	Track A	Track B
Credit hours required in program courses	49	49
Credit hours in general education or core curriculum	50	50
Credit hours required in support courses	8	0
Credit hours in required minor	0	15
Credit hours in free electives	13	6
Total Credit Hours Required for Completion	120	120

Faculty: Two current full-time primary faculty and two current part-time support faculty will deliver the program. No additional full-time or part-time faculty will be hired. Current faculty bring academic credentials and professional experience in rehabilitation, special education, counseling, disability services, and related fields.

Status / Faculty Type	Primary	Support
Current - Full-Time	2	0
Current - Part-Time	0	2
Additional - Full-Time (to be hired)	0	0
Additional - Part-Time (to be hired)	0	0

Resources: No additional resources are required to implement the program in its modified form.

Evidence of Program Performance: For the Rehabilitation and Disability Studies option, average new enrollment was 61.75 students over 2021 through 2024, and average graduation was 39.75 students over academic years 2020-21 through 2023-24. For the BS in Special Education, the three-year average new enrollment was 13.33 students, and the three-year average graduation was 12.67 students. Both programs meet ACHE viability standards.

Program / Measure	Year 1	Year 2	Year 3	Year 4	Average
RDS New Enrollment	57	59	63	68	61.75
RDS Graduates	54	52	26	27	39.75
Special Education New Enrollment	35	8	5	—	13.33
Special Education Graduates	15	14	9	—	12.67

Attachment 2

Curriculum for the Modified Program

Bachelor of Science in Rehabilitation and Disability Studies

Course Number and Title	Cred Hours	* If New Course
General Education	50	
ENGL 1100 and 1120 English Composition I and II	6	
Area II- Humanities and Fine Arts	12	
Area III- Natural and Mathematical Sciences	14	
Area IV- History, Social, and Behavioral Sciences	6	
PSYC 2010 Introduction to Psychology	3	
COMM 1000 Public Speaking	3	
STAT 2510 Statistics for Biological and Health Sciences	3	
PSYC elective 3000 or above	3	
Program Courses	49	
RSED 3020 Introduction to Rehabilitation	3	
RSED 4120 Independent Living	3	
RSED 4910 Practicum	4	
RSED 5010 Medical Aspects of Disability	3	
RSED 5340 Foundations of Substance Abuse	3	
RSED 3120 Assessment in Rehabilitation	3	
RSED 5020 Psychosocial Aspects of Rehabilitation	3	
RSED 5210 Occupational Information	3	
RSED 5230 Assistive Technology	3	
RSED 5300 Emerging Adulthood and Transition Services	3	
RSED 4100 Professional Communication Skills in Rehabilitation	3	
RSED 4130 Ethical Practices in Rehabilitation	3	
RSED 5220 Placement Services in Rehabilitation	3	
RSED 4920 Clinical Residency	9	
Program Options	8-15	
Track A: complete BIO 2500, BIO 2501, BIO 2510, and BIO 2511 (Human Anatomy and Physiology I and II, with labs)	8	
Track B: select minor in Counseling or Special Education for Health and Related Service Professionals	15	
Free Electives	6-13	
Track A Free Electives	13	
Track B Free Electives	6	
Total Required Hours for Degree:	120	

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DECISION ITEM: G-2b

Auburn University, Substantive Modification to the Master of Education in Counselor Education -- Clinical Mental Health Counseling (CIP 13.1101)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the substantive modification to separate the Clinical Mental Health Counseling option from the Master of Education in Counselor Education (CIP 13.1101) and establish it as a standalone Master of Education in Clinical Mental Health Counseling at CIP 51.1508. The Master of Education in Counselor Education will remain at CIP 13.1101.

Background:

According to the Alabama Administrative Code §300-2-1-.06 ("Reasonable Extensions and Alterations of Existing Programs of Instruction"), certain program extensions or alterations must be approved by the Commission prior to implementation. In most cases, substantive modifications requiring approval will be considered only if they will not require additional resources to implement and will not negatively impact the viability of existing programs.

The following modifications to existing degree programs are considered substantive – requiring Commission approval:

1. Consolidating two or more-degree programs
2. Separating an existing program into two distinct programs
3. Changing more than 50% of the program's curriculum
4. Increasing or decreasing the program's total credit hours by more than 25%
5. Changing the nomenclature for doctoral degrees
6. Creating a degree program offered jointly by more than one institution
7. Reactivating a deleted program

Auburn University (AU) is proposing to separate the existing Clinical Mental Health Counseling option from the Master of Education in Counselor Education at CIP 13.1101 and establish it as a standalone Master of Education in Clinical Mental Health Counseling at CIP 51.1508. AU notes that the Clinical Mental Health Counseling option holds separate programmatic accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and prepares graduates for professional licensure as counselors, rather than educators. The proposed CIP 51.1508 (Mental Health Counseling/Counselor) more accurately describes the program's didactic content and employment outcomes for graduates. The MEd in Counselor Education will remain at CIP 13.1101. The proposed substantive modification changes only the program's classification and requires no additional resources.

Supporting Documentation:

1. Summary of Proposed Substantive Modification, attached.

2. Curriculum for the Modified Program, attached.
3. Auburn University, Proposal for Substantive Modification, submitted July 2, 2026. Available upon request.
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.

Attachment 1

Summary of Proposed Modification

Master of Education in Clinical Mental Health Counseling

Program Description: Auburn University's Master of Education (MEd) in Clinical Mental Health Counseling prepares graduates for competent and ethical professional counseling practice. The program emphasizes counseling in a diverse society, human growth and development, professional dispositions, and a professional identity grounded in prevention, intervention, advocacy, wellness, and integrated care. The proposed classification at CIP 51.1508, Mental Health Counseling/Counselor, more accurately describes the degree and its graduates.

Student Learning Outcomes: Graduates of the MEd in Clinical Mental Health Counseling will demonstrate the following abilities:

1. Demonstrate knowledge and skills necessary for competent and ethical professional practice.
2. Demonstrate the skills, knowledge, and awareness to work within a diverse society, including engagement in social justice and advocacy.
3. Demonstrate knowledge of theories and counseling practices related to human growth and development.
4. Foster professional dispositions necessary for success as professional counselors, including academic and professional behavior, diversity and respect for others, and reflective practice and behavior.
5. Develop a counseling professional identity that encompasses a holistic model of integrated care, including prevention, intervention, advocacy, and wellness.

Administration: The program is administered by the College of Education, Dr. Jeffrey Fairbrother, Dean; and the Department of Special Education, Rehabilitation, and Counseling, Dr. Margaret Flores, Chair.

Specialized Accreditation: The Clinical Mental Health Counseling program holds programmatic accreditation through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Professional Licensure: AU's MEd in Clinical Mental Health Counseling is designed to fulfill all educational requirements for professional licensure as a Licensed Professional Counselor (LPC) through the Alabama Board of Examiners in Counseling.

Similar Programs: The following institutions also offer CACREP-accredited programs in Clinical Mental Health Counseling:

- Alabama State University, MS in Counselor Education (CIP 13.1101), with option in Clinical Mental Health Counseling
- Auburn University at Montgomery, MA in Counselor Education (CIP 13.1101), with option in Clinical Mental Health Counseling
- Jacksonville State University, MS in Counselor Education (CIP 13.1101), with option in Clinical Mental Health Counseling
- Troy University, MS in Counseling (CIP 42.2803), with option in Clinical Mental Health Counseling
- The University of Alabama, MA in Clinical Mental Health Counseling (CIP 51.1508)
- University of Alabama at Birmingham, MA in Counseling (CIP 13.1101), with concentration in Clinical Mental Health Counseling

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- University of Alabama in Huntsville, MA in Clinical Mental Health Counseling (CIP 42.2803, approved March 2026 to launch Fall 2026)
- University of Montevallo, MEd in Counseling (CIP 13.1101), with concentration in Clinical Mental Health Counseling
- University of North Alabama, MA in Clinical Mental Health Counseling (CIP 42.2803)
- University of South Alabama, MS in Student Counseling and Personnel (CIP 13.1101), with option in Clinical Mental Health Counseling
- University of West Alabama, MS in Clinical Mental Health Counseling (CIP 51.1508)

Relationship to Existing Coursework: Clinical Mental Health Counseling is currently classified under the MEd in Counselor Education at CIP 13.1101. The proposed modification will establish Clinical Mental Health Counseling as a standalone program at CIP 51.1508; the MEd in Counselor Education will remain the only master's program at CIP 13.1101. AU also offers related CACREP-accredited programs in School Counseling, Clinical Rehabilitation Counseling, and Counselor Education and Supervision. Faculty teach across these professional domains and within their specialty areas.

Mode of Delivery: The program will be delivered online and in person.

Curriculum: No changes to the curriculum or course rotation are proposed. The program has a lock-step curriculum requiring 60 credit hours, with no options or electives. Up to 12 credit hours from a CACREP-accredited program may be transferred. Required work-based learning includes a 100-hour practicum and a 600-hour internship. Full-time students generally complete the program in five semesters (two years), while part-time students may complete it in nine to 12 semesters (three to four years).

Curriculum Overview of Proposed Program	Credit Hours
Credit hours required in program courses	60
Credit hours in general education or core curriculum	n/a
Credit hours required in support courses	0
Credit hours in program electives	0
Total Credit Hours Required for Completion	60

Faculty: Five current full-time primary faculty, two current full-time support faculty, and one current part-time support faculty will deliver the program. No additional faculty will be hired. Primary faculty hold doctoral degrees in Counselor Education from CACREP-accredited programs, are National Certified Counselors, and most hold state licensure; many also hold certifications applicable to clinical mental health counseling and private practice.

Status / Faculty Type	Primary	Support
Current - Full-Time	5	2
Current - Part-Time	0	1
Additional - Full-Time (to be hired)	0	0
Additional - Part-Time (to be hired)	0	0

Resources: No additional resources are required to implement the program in its modified form.

Evidence of Program Performance: For the existing option in Clinical Mental Health Counseling, average enrollment was 27.25 students from 2022 through 2025, and average completions were 24.75 students over the same period. For the MEd in Counselor Education that will remain at CIP 13.1101, the three-year average new enrollment was 9.33 students, and the three-year average graduation was 9 students. AU reports that the remaining MEd in Counselor Education meets ACHE enrollment and graduation viability standards.

Program / Measure	Year 1	Year 2	Year 3	Year 4	Average
CMHC Enrollment	28	22	32	27	27.25
CMHC Graduates	19	25	27	28	24.75
Counselor Education New Enrollment	10	6	12	—	9.33
Counselor Education Graduates	7	11	9	—	9.00

Attachment 2

Curriculum for the Modified Program

Master of Education in Clinical Mental Health Counseling

Course Number/Title	Credit Hours	* If New Course
Required Program Courses	45	
COUN 7320: Counseling Theory	3	
COUN 7410: Orientation to Clinical Mental Health Counseling	3	
COUN 7400: Orientation to the Profession of Counseling	3	
ERMA 7200: Basic Methods in Education Research	3	
COUN 7330: Counseling Diverse Populations	3	
COUN 7500: Crisis Intervention in Counseling	3	
COUN 7350: Introduction to Counseling Practice	3	
COUN 7250: Advanced Assessment and Diagnosis	3	
COUN 7200: Introduction to Measurement and Assessment	3	
COUN 7340: Group Counseling	3	
COUN 7310: Counseling Applications of Lifespan Development	3	
COUN 7510: Advanced Clinical Mental Health Interventions	3	
COUN 7230: Career Development and Vocational Appraisal	3	
COUN 7240: Counseling Children and Adolescents	3	
COUN 7370: Foundations of Substance Abuse Counseling	3	
Research/Thesis/Capstone/Internship/Practicum	15	
COUN 7910: Clinical Mental Health Counseling Practicum	3	
COUN 7920: Internship	9	
COUN 7360: Advanced Counseling Practice	3	
Total Credit Hours for Completion	60	

DECISION ITEM: G-3

Auburn University at Montgomery, Master of Social Work in Social Work (CIP 44.0701)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Social Work (MSW) in Social Work.

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

Implementation Date: The proposed program will be implemented in Fall 2028. Based on Commission policy, the proposed program must be implemented by September 1, 2030, 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 2029-30 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 2029-30 through 2034-35 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program will achieve, or make substantial progress toward, programmatic accreditation through the Council on Social Work Education (CSWE)
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on related employment, licensure exam pass rates, and/or pursuit of doctoral study.

Auburn University at Montgomery (AUM) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2035.

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 prepare graduates for occupations included on the Statewide Demand Occupations List.
2. Many of the state's social welfare institutions are located in Montgomery, providing a potential pool of applicants for the program, namely state workers with bachelor's degrees who would like to obtain an MSW. Classes will be scheduled in the evenings to accommodate working professionals.
3. The proposal includes two letters of support for the program from social services providers attesting to the need for an additional MSW program in the region.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University at Montgomery proposal dated July 10, 2026, 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	Auburn University at Montgomery							
PROGRAM NAME:	Social Work						CIP CODE:	44.0701
SELECT LEVEL:	GRADUATE (MASTER'S)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	TOTAL
PERSONNEL SALARIES & BENEFITS	\$100,320	\$285,120	\$285,120	\$285,120	\$285,120	\$285,120	\$285,120	\$1,811,040
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/FELLOWSHIPS	\$5,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$95,000
LIBRARY	\$8,439	\$0	\$0	\$0	\$0	\$0	\$0	\$8,439
ACCREDITATION	\$13,750	\$11,250	\$11,250	\$11,250	\$3,750	\$3,750	\$3,750	\$58,750
OTHER COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$127,509	\$311,370	\$311,370	\$311,370	\$303,870	\$303,870	\$303,870	\$1,973,229
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	TOTAL
TUITION + FEES	\$134,540	\$454,832	\$482,608	\$494,760	\$494,760	\$494,760	\$494,760	\$3,051,020
EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$134,540	\$454,832	\$482,608	\$494,760	\$494,760	\$494,760	\$494,760	\$3,051,020
ENROLLMENT PROJECTIONS								
	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	10.00	30.00	30.00	30.00	30.00	30.00	26.67
PART-TIME ENROLLMENT HEADCOUNT		2.00	6.00	10.00	10.00	10.00	10.00	8.00
TOTAL ENROLLMENT HEADCOUNT		12.00	36.00	40.00	40.00	40.00	40.00	34.67
NEW ENROLLMENT HEADCOUNT		12.00	24.00	24.00	24.00	24.00	24.00	22.00
DEGREE COMPLETION PROJECTIONS								
	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	0.00	20.00	24.00	24.00	24.00	24.00	23.20

Attachment 2

Summary of Background Information

Auburn University at Montgomery
Master of Social Work in Social Work

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

Program Description: The Master of Social Work (MSW) will prepare graduates for trauma-responsive, social justice-focused advanced clinical practice in both rural and urban communities. Building on AUM's established Bachelor of Social Work program and aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards, the program will address Alabama's critical shortage of licensed social workers through a flexible evening format and an Advanced Standing option for qualified BSW graduates. Emphasizing evidence-based practice, ethical leadership, and service to diverse populations, the proposed MSW will strengthen the regional workforce, expand access to graduate social work education in the Montgomery area, and advance AUM's mission to meet the state's growing behavioral health and community service needs.

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

1. Make ethical decisions incorporating knowledge of trauma, social work codes of ethics, models of ethical decision making, and relevant laws, policies, and regulations.
2. Apply a trauma-responsive, social justice-focused advanced clinical perspective to advance justice for all.
3. Engage in trauma-responsive, social justice-focused advanced clinical practices with cultural and intellectual humility.
4. Engage in trauma-responsive, social justice-focused advanced research, evaluation, and assessment to inform practice and policy.
5. Advocate for trauma-responsive social justice-focused policies, regulations, rules, and treaties that promote justice for all.
6. Apply trauma-responsive, social justice-focused advanced clinical knowledge, values, and skills to engage, assess, intervene, and evaluate practice with individuals, families, and groups.

Administration: The program will be administered by the College of Liberal Arts and Sciences, Dr. Matthew Ragland, Acting Dean; and the Department of Social Work and Anthropology, Dr. Kimberly Pyszka, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Four responses were received. Three responses expressed support for the proposed program, while one questioned whether there is sufficient student demand unmet by existing programs.

Public Review: The program was posted on the Commission website from July 16, 2026, to August 4, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: Eight institutions offer an accredited MSW program at CIP 44.0701: Alabama A&M University, Alabama State University, Auburn University, Jacksonville State University, Troy University, The University of Alabama, University of Alabama at Birmingham, and the University of North Alabama. The need for social workers is especially acute in Workforce Region 5 (Central Alabama). As the capital city, Montgomery is home to many social services agencies and many non-governmental organizations. In addition, there is only one other MSW program in west-central Alabama from the Mississippi state line to Montgomery, and southwest between Montgomery and Mobile, including the city of Mobile itself. AUM is geographically situated to serve this region. The AUM program will be offered 100% in the evening and

will be unique for its trauma-responsive, social justice-focused advanced clinical practice in both rural and urban communities.

Relationship to Existing Coursework: The proposed MSW will be associated with and share faculty with AUM's existing Bachelor of Social Work (CIP 44.0701). The University anticipates some students graduating from the BSW to continue their studies in the proposed MSW.

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

Admissions: Students may be admitted with any undergraduate degree from an accredited university. Students holding a BSW from a program accredited through the Council for Social Work Education may be able to complete the program in one year through the Advanced Standing option.

Mode of Delivery: The proposed program will primarily be delivered in a face-to-face evening format on the main AUM campus. Some courses may be completed either online or in hybrid modalities.

Curriculum: Students can transfer in a maximum of 12 credits from another institution. Non-BSW students can complete the program in four semesters for full-time students and eight for part-time students. AUM will develop 23 new courses to support the proposed program. Students with Advanced Standing may complete the degree in 32 credit hours, whereas students pursuing the standard MSW will complete the degree in 63 credit hours.

Advanced Standing Curriculum Overview of Proposed Program	
Credit hours required in program courses	21
Credit hours required in program options (concentrations/specializations/tracks)	0
Credit hours in program electives	3
Credit hours in required research/thesis	0
Credit hours in required capstone/internship/practicum	8
Total Credit Hours Required for Completion	32

Standard Curriculum Overview of Proposed Program	
Credit hours required in program courses	55
Credit hours required in program options (concentrations/specializations/tracks)	0
Credit hours in program electives	0
Credit hours in required research/thesis	0
Credit hours in required capstone/internship/practicum	8
Total Credit Hours Required for Completion	63

Work-Based Learning: Students in the standard two-year MSW program will complete three field internships with an approved community organization, totaling 900 hours. In the second semester of the two-year program, students complete one internship (SOWK 6714, 3 credit hours) and its accompanying seminar (SOWK 6754, 1 credit hour). Advanced Standing program students will not complete these. The first-year internship is 450 hours across one semester, which is approximately 30 hours per week. In the second year of the two-year MSW program, and in the one-year Advanced Standing program, students complete 450 hours of internship across two semesters, which is approximately 15 hours per week. These two internships (SOWK 6814 and 6914) are continuous at the same agency and accompanied by seminars (SOWK 6854 and 6954) that provide opportunities for students to examine their field internship in the context of their social work courses. Most internships will occur during traditional business hours, 8:00 a.m. to 5:00 pm, which complement our evening program. Students are permitted to perform their field internships in the organization in which the student is also employed. Student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and

any additional competencies added by the program) and level of practice (generalist or specialized). A variety of public and private agencies across the River Region will be used for MSW internships, many of which are already partners in AUM's BSW program.

Specialized Accreditation: The Council on Social Work Education Commission on Accreditation (CSWE-COA) serves as the accrediting body in the field of Social Work. AUM anticipates gaining CSWE accreditation ahead of the Fall 2028 semester.

Professional Licensure: The proposed program is considered a professional licensure program, with licenses issued through the Alabama State Board of Social Work Examiners. The program is designed to fulfill all educational requirements for a graduate to pass the licensure examination and become a Licensed Master Social Worker (LMSW).

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations, all of which appear on the most recent Alabama Demand Occupations List:

- Mental Health and Substance Abuse Social Workers (SOC 21-1023) -- graduates will be prepared to serve at entry-level clinical positions in mental health and substance misuse treatment. Based on the State of Alabama personnel website, an MSW is required for a position as a Mental Health Social Worker.
- Child, Family, and School Social Workers (SOC 21-1021) -- graduates will be prepared to serve at advanced levels in child and adult protection, foster care and adoption, and school social work. Based on the State of Alabama personnel website, an MSW is required for a position as a Senior Social Worker.
- Healthcare Social Workers (SOC 21-1022) -- graduates will be prepared to serve at entry and advanced levels in healthcare/medical social work. A review of job advertisements in Alabama indicates that an MSW is generally required for a position as a Medical Social Worker.

Alabama is experiencing an acute shortage of social workers, with 66 out of 67 counties federally designated as Mental Health Professional Shortage Areas (MHPSA). The state is currently facing class action lawsuits for lack of mental health services, mobile crisis services, and crisis stabilization services (Buckner, 2026). And, from 2024-2034, the US Department of Labor anticipates that the national demand for human and social services workers will grow, with a 6% overall increase in demand and a 10% increase in demand for mental health and substance abuse social workers (Bureau of Labor Statistics, 2025). The proposed trauma-responsive, social justice-focused advanced clinical social work practice MSW will educate social workers to respond effectively with individuals, families, and groups experiencing mental health, substance misuse, and/or trauma.

Student Demand: The rapid growth of AUM's BSW program indicates demand with growth from 28 pre-Social Work students to over 100 in the past three years (majors and minors).

	Fall 2020*	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Pre-Majors	28	51	47	62	57	62	48
Majors	0	0	33	55	45	32	47
Minors	0	0	0	3	7	13	9
Total	28	51	80	120	109	113	104

**Admitted for Candidacy in Fall 2020 with majors officially starting Fall 2021*

In addition, in 2023 AUM conducted a survey of the following groups to determine interest: current Social Work and Sociology majors; students who attended a licensure exam training held on the AUM campus; and all members of the University's BSW Advisory Board, current field supervisors, and the directors of 20 county-based child protection offices. The majority of respondents (n = 50) indicated they expect to begin an MSW in the Fall 2024 semester or later. A plurality of respondents (43%) indicated a preference for a hybrid program with a mix of in-person and online classes, followed by asynchronous online (35%),

synchronous online (15%), and in-person (<1%). Of the 24 respondents who indicated they preferred hybrid, synchronous online, or in-person classes, 49% indicated they preferred daytime weekday classes, while 42% indicated they preferred weekday evening classes. Of the 11 factors that might impact their decision of which program to attend, participants ranked the program's licensure pass rate as the most important factor ($\bar{x}$ =4.21), the reputation of the program or university ($\bar{x}$ =4.08), the cost of the program ($\bar{x}$ =4.02), and the time and days the program is available ($\bar{x}$ =4.02).

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	1	
	Support Staff	1	
New to be Hired	Full-Time Faculty	3	
	Part-Time Faculty		
	Administration		
	Support Staff		

CSWE requires two full-time faculty to offer a BSW program and four full-time faculty to offer an MSW program. AUM has sufficient faculty to ensure curriculum and program development but will need to hire three new faculty to ensure program quality, integrity, and review. All new faculty will be required to have a doctoral degree in Social Work or a closely related field, an MSW awarded by a CSWE-accredited program, and at least two years of post-MSW degree social work practice experience. Licensure in Alabama will be expected.

Assistantships: AUM has budgeted for one assistantship in the first year and three beginning in year two for a total of \$95,000 over the first seven years. Students will assist faculty in research.

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

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

Library: AUM examined library holdings in social work titles in comparison with regional peer institutions with accredited programs (AAMU, ASU, JSU, TROY, UM, UNA, and USA) using the OCLC worldwide catalog. The assessment involved a keyword search for each institution's holdings on materials relating to group social work and counseling. While the AUM Library's collections are sufficient to support the proposed MSW, the Provost has approved, after consultation with program faculty, the Dean of the College of Liberal Arts and Social Sciences, and the Dean of the Library, the allocation of funds in the amount of \$8,439.48 to be spent in Year 1 to expand related holdings.

Other: AUM has budgeted \$58,750 over the first seven years to cover accreditation costs: \$10,000 candidacy eligibility fee in Year 1; \$5,000 per year commissioner visit fee in Years 2-4; \$2,500 per year commissioner visitor expenses in Years 2-4; and \$3,750 annual membership fee.

Program Budget: The proposal projects \$1,973,229 in new funds will be required to support the program over the first seven years. The program is expected to generate \$3,051,020 through tuition and fees.

Attachment 3

Auburn University at Montgomery
Master of Social Work in Social Work

Standard Curriculum Components of Proposed Program				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Program Courses		55		
SOWK 6100	Social Work in Context: History, Ethics and Policy	3	Y	
SOWK 6110	Advancing Human Rights & Racial, Social, Economic & Environmental Justice	3	Y	
SOWK 6120	Social Work Practice 1: Individuals & Families	3	Y	
SOWK 6130	Social Work Practice 2: Group Work	3	Y	
SOWK 6140	Human Development and Behavior	3	Y	
SOWK 6150	Social Work Practice 3: Policy Practice	3	Y	
SOWK 6160	Social Work Practice 4: Organizations & Communities	3	Y	
SOWK 6170	Social Work Research for Social Justice	3	Y	
SOWK 6180	Social Work Practice and Domestic Violence	3	Y	
SOWK 6714	Field Internship I: Foundation Year	3	Y	Y
SOWK 6754	Field Seminar I: Foundation Year	1	Y	Y
SOWK 6200	Perspectives on Trauma and Social Justice	3	Y	
SOWK 6210	Advanced Clinical Practice I: Assessment & Diagnosis	3	Y	Y
SOWK 6220	Advanced Clinical Practice II: Individuals & Families	3	Y	Y
SOWK 6230	Advanced Clinical Practice III: Crisis Intervention	3	Y	Y
SOWK 6240	Advanced Clinical Practice III: Groups	3	Y	Y
SOWK 6250	Advanced Clinical Practice V: Substance Use and Misuse	3	Y	Y
SOWK 6260	Creating Trauma-Responsive Social Justice-Focused Organizations	3	Y	
SOWK 6280	Social Work Practice with Military and First Responders	3	Y	
Program Options (enter total credit hours from all options below)		0		
Program Electives		0		
Required Thesis/Research		0		
Capstone/Internship/Practicum		8		
SOWK 6814	Advanced Practice Field Internship I	3	Y	Y
SOWK 6854	Advanced Practice Field Seminar I	1	Y	Y
SOWK 6914	Advanced Practice Field Internship II	3	Y	Y
SOWK 6954	Advanced Practice Field Seminar II	1	Y	Y
Total Credit Hours Required for Completion:		63		

Advanced Standing Curriculum Components of Proposed Program				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Program Courses		21		
SOWK 6200	Perspectives on Trauma and Social Justice	3	Y	
SOWK 6210	Advanced Clinical Practice I: Assessment & Diagnosis	3	Y	Y
SOWK 6220	Advanced Clinical Practice II: Individuals & Families	3	Y	Y
SOWK 6230	Advanced Clinical Practice III: Crisis Intervention	3	Y	Y
SOWK 6240	Advanced Clinical Practice III: Groups	3	Y	Y
SOWK 6250	Advanced Clinical Practice V: Substance Use and Misuse	3	Y	Y
SOWK 6260	Creating Trauma-Responsive Social Justice-Focused Organizations	3	Y	
Program Options (enter total credit hours from all options below)		0		
Program Electives		3		
SOWK 6180 or SOWK 6280	Select Social Work Practice and Family Violence, or Social Work Practice with Military and First Responders	3	Y	
Required Thesis/Research		0		
Capstone/Internship/Practicum		8		
SOWK 6814	Advanced Practice Field Internship I	3	Y	Y
SOWK 6854	Advanced Practice Field Seminar I	1	Y	Y
SOWK 6914	Advanced Practice Field Internship II	3	Y	Y
SOWK 6954	Advanced Practice Field Seminar II	1	Y	Y
Total Credit Hours Required for Completion:		32		

DECISION ITEM: G-4

Troy University, Bachelor of Arts/Bachelor of Science in Legal Studies (CIP 22.0000)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Arts/ Bachelor of Science (BA/BS) in Legal Studies.

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 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 2028-29 through 2033-34 (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 graduates' employment and acceptance into law school and other related graduate programs.

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 expand on the existing Legal Studies minor and require no new resources to implement.
2. The proposed program will prepare graduates to be more competitive applicants for law school and other related graduate programs.

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 3, 2026, 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	Troy University							
PROGRAM NAME:	Legal Studies						CIP CODE:	22.0000
SELECT LEVEL:	UNDERGRADUATE (BACHELOR'S)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS								\$0
EQUIPMENT								\$0
FACILITIES								\$0
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION								\$0
OTHER COSTS								\$0
TOTAL EXPENSES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$71,232	\$152,640	\$508,800	\$610,560	\$610,560	\$610,560	\$610,560	\$3,174,912
EXTERNAL FUNDING								\$0
REALLOCATIONS								\$0
TOTAL REVENUES	\$71,232	\$152,640	\$508,800	\$610,560	\$610,560	\$610,560	\$610,560	\$3,174,912
ENROLLMENT PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	15	50	60	60	60	60	50.83
PART-TIME ENROLLMENT HEADCOUNT		0	0	0	0	0	0	0.00
TOTAL ENROLLMENT HEADCOUNT		15	50	60	60	60	60	50.83
NEW ENROLLMENT HEADCOUNT		7	10	15	15	15	15	12.83
DEGREE COMPLETION PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	3	5	10	10	12	10	8.33

Attachment 2

Summary of Background Information

Troy University
Bachelor of Arts/ Bachelor of Science in Legal Studies

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

Program Description: Offered by the School of Social Sciences in the College of Education and Behavioral Sciences, the proposed BA/BS in Legal Studies will expand on Troy's existing Legal Studies minor, which has seen strong enrollment growth in the last few years. To meet this interest and to bolster other pre-law programing, the new program will take an interdisciplinary approach that integrates pre-existing course offerings at Troy University and will expose students to a variety of academic fields integral to the study of law.

Student Learning Outcomes: Learning outcomes of the BA/BS include the following abilities:

1. Demonstrate the knowledge and skills necessary to analyze judicial precedent and apply cases in crafting legal arguments.
2. Demonstrate an understanding of and learn to apply the Federal Rules of Evidence and rules of civil and criminal procedures.
3. Receive exposure to different types of law practice and guidance on how to effectively apply to law school.
4. Demonstrate an understanding the origins of the United States Constitution and the role of the federal judicial hierarchy in its interpretation over time.
5. Demonstrate the ability to research and interpret various key legal processes through traditional legal research, empirical legal research, and social science research.

Administration: The program will be administered by the College of Education and Behavioral Sciences, Dr. Fred Figliano, Dean; and the School of Social Sciences, Dr. Stephen Carmody, Chair.

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

Public Review: The program was posted on the Commission website from July 22, 2026, to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: While several Alabama institutions offer an undergraduate minor or certificate in Legal Studies, only Auburn University offers a standalone degree program: BA in Law and Justice (CIP 22.0000).

Relationship to Existing Coursework: TROY currently offers an 18-credit-hour undergraduate minor in Legal Studies. The proposed degree program will extend the curriculum of the minor into a full degree program, which will include existing courses offered in Political Science, Criminal Justice, Legal Studies, Communications, Philosophy, Sociology, Psychology, and Anthropology. This program will not compete with but rather enhance existing programs.

Collaboration: TROY's existing Legal Studies minor is a component of the Accelerated Law Curriculum, which is a 3+3 arrangement with partnering schools of law (Faulker University, Samford University, and Mississippi College of Law), whereby accepted students can begin law school coursework after three years of undergraduate study. The proposed major will likely accommodate this curriculum structure.

Programmatic Accreditation: There is no specialized accreditation available for undergraduate programs in Legal Studies.

Professional Licensure: The proposed program is not considered a professional licensure program.

Admissions: Applicants must meet standard TROY undergraduate admission requirements.

Mode of Delivery: The proposed Legal Studies program will be delivered both online and in-person on the Troy main campus. Students can complete the degree 100% online.

Curriculum: Troy will repackage existing courses for the proposed program, and no new courses will be developed. Students can transfer a maximum of 90 credit hours to the program. Students are required to complete a minor course of study (18 credit hours), in addition to the major.

Curriculum Overview of Proposed Program	
Credit hours required in general education	51
Credit hours required in program courses & required electives	36
Credit hours in required minor	18
Credit hours in free electives	15
Credit hours in required capstone/internship/practicum	0
Total Credit Hours Required for Completion	120

Industry Need: The proposed BA/BS is designed to prepare graduates to further their studies in law school. While there are some jobs that can be obtained with a BS in Legal Studies (e.g., state court clerk), most legal occupations (e.g., lawyers, arbitrators, mediators, and conciliators) require completion of a JD degree. Students wanting to pursue a career in academia could go to graduate school and obtain a graduate degree in a social sciences or related discipline with a focus on law (e.g., PhD in Political Science with a Public Law focus). Lawyers (SOC 23-1011) are included on the current Alabama Demand Occupations List. With a median annual salary of \$123,302, this is an attractive field for students in the proposed Legal Studies major. Students seeking immediate employment will be prepared for positions as Paralegals and Legal Assistants (SOC 23-2011, also on the Alabama Demand Occupations List).

Student Demand: To gauge student demand, TROY distributed a brief survey to all students with a major in Psychology, Political Science, and Criminal Justice, along with students currently enrolled in the Legal Studies minor. Out of 100 respondents, 65% indicated they are extremely likely to pursue a legal career and 19% indicated they are somewhat likely. Further, 64% indicated they are extremely interested in this proposed Legal Studies major and 25% indicated they are somewhat interested. A third question asked how likely the student would be to choose Legal Studies as a major; 66% indicated extremely likely and 24% indicated somewhat likely. Enrollments in existing pathways provide further evidence of student demand. The Accelerated Law Curriculum has seen 114 new starts total over the most recent five academic years, and additional students are enrolled just in the minor course of study.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	5	9
	Part-Time Faculty	2	
	Administration	3	
	Support Staff	2	
New to be Hired	Full-Time Faculty		
	Part-Time Faculty		
	Administration		
	Support Staff		

The program will utilize courses already developed for the Legal Studies minor, along with courses associated with existing undergraduate degree programs. These courses are offered regularly by the faculty counts included above. The program will not require new full-time faculty and will utilize legal professionals as adjuncts when needed.

Assistantships: No assistantships will be offered for this program.

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

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

Library: No new library resources will be required for the proposed program.

Program Budget: TROY projects that the proposed program will no new expenditures over the first seven years. The program is expected to generate \$3,174,912 in tuition in that same period.

Attachment 3

Troy University
Bachelor of Arts/Bachelor of Science in Legal Studies

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		51		
ENG 1101	Composition and Modern English I	3		
ENG 1102	Composition and Modern English II	3		
	Any 1000-2000 level course in Literature	3		
	Any 1000-2000 level course with an expanded historical and cultural scope in the Fine Arts, including the disciplines of Art, Music, Theatre, Film, or other Fine Arts area	3		
	Any two 1000-2000 level courses with an expanded historical and cultural scope in the Humanities/Fine Arts disciplines, including Classics, Communication, Dance, English, World Languages, Interdisciplinary Studies, Music, Nursing, Philosophy, Religion, Sign Language, Theatre, or other Humanities/ Fine Arts areas	6		
MTH 1125	Area III: Math and Science	11		
	Any 1000-2000 level course with a principal focus in American History, Western Civilization, or World History	3		
	Any 1000-2000 level courses from the following Social Science disciplines: Anthropology, Business, Criminal Justice, Economics, Education, Entrepreneurship, Finance, Geography, History, Hospitality, Tourism, Sport Management, Human Services, Interdisciplinary Studies, Leadership, Nursing, Nutrition, Political Science, Psychology, Religion, Social Work, Sociology or other Social Science areas	9		
LDR 1100	Introduction to Leadership	3		
TROY 1101	The University Experience	1		
LGL 2200	Introduction to Legal Studies	3		
CJ 2241	Survey of Criminal Law and Constitutional Criminal Procedure	3		
Program Courses and Required Electives		36		
LGL 3300	Legal Research and Writing	3		
LGL 4400	Legal Studies Seminar	3		
POL 3342	U.S. Government - Judicial Branch	3		
POL 4420	Constitutional Law	3		
CJ 4411	Evidence	3		
	Select One Research Methods Course: ANT/CJ/SS/SOC 3375 Research Methods; POL 3390 Art of Political Science Research; LGL 3375 Advanced Legal Research Methods (new); or LGL 3390 Empirical Legal Studies (new)	3		
	Required Legal Studies Electives (Legal Focus) - select four from list below:	12		
FSC 2201	Introduction to Forensic Science			
CJ 4421	Ethics and Civil Liability			
CJ/POL 4426	Trial Procedures - Civil Law			

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CJ/POL 4436	Trial Procedures - Criminal Law			
LAW 2221	Legal Environment of Business			
JRN 4425	Multimedia Law			
LGL 4XXX	Entertainment Law			
PSY 3360	Forensic Psychology			
POL 4472	Administrative/Environmental Law			
CJ/LGL/POL 4490	Internship			
CJ/LGL/POL 4492	Guided Independent Research			
CJ/LGL 4494	Guided Independent Study			
POL 4425	American Law Seminar			
HIS 4436	Civil Liberties in Alabama			
POL 4452	International Law			
CJ/POL/LGL 4430	Selected Topics			
	Required Legal Studies Electives (Non-Legal Focus) - select two from list below:	6		
PHI 2203	Introduction to Philosophy			
PHI 2205	Introduction to Logic			
PHI 2210	Critical Thinking			
PSY 2200	Introduction to Psychology			
ANT 2200	Anthropology			
SOC	Introduction to Sociology			
COM 2241	Fundamentals of Speech			
Required Minor		18		
	Students will work closely with advisors to select a minor that aligns with their professional goals.			
Free Electives		15		
	Students will work closely with advisors to select five courses that align with their professional goals.			
Capstone/Internship/Practicum		0		
Total Credit Hours Required for Completion:		120		

DECISION ITEM: G-5a

The University of Alabama, Bachelor of Arts in Organizational Leadership (CIP 52.0213)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Arts (BA) in Organizational Leadership.

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

Implementation Date: The proposed program will be implemented in Fall 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 2028-29 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 2028-29 through 2033-34 (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 stated in the proposal, also including data on related employment and/or pursuit of graduate 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, 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 BA in Organizational Leadership will prepare graduates for roles included on the current Alabama Demand Occupations List, such as Management Analysts and General and Operations Managers.
2. The proposed program will be a foundational offering within the newly established School of Leadership and Policy and is expected to attract a significant number of students and advance the School's mission to contribute meaningfully to Alabama's social, economic, and civic development.

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 May 26, 2026, 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

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION:	University of Alabama							
PROGRAM NAME:	Organizational Leadership						CIP CODE:	52.0213
SELECT LEVEL:	UNDERGRADUATE (BACHELOR'S)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
FACULTY	\$415,000	\$580,000	\$830,000	\$820,000	\$930,000	\$930,000	\$930,000	\$5,435,000
ADMINISTRATION/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
ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ACCREDITATION AND OTHER COSTS	\$500	\$0	\$0	\$0	\$0	\$0	\$0	\$500
TOTAL EXPENSES	\$415,500	\$580,000	\$830,000	\$820,000	\$930,000	\$930,000	\$930,000	\$5,435,500
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
REALLOCATIONS	\$82,813	\$0	\$0	\$0	\$0	\$0	\$0	\$82,813
EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$332,687	\$665,374	\$1,469,793	\$1,787,059	\$2,004,514	\$2,107,892	\$2,211,269	\$10,578,588
TOTAL REVENUES	\$415,500	\$665,374	\$1,469,793	\$1,787,059	\$2,004,514	\$2,107,892	\$2,211,269	\$10,661,401
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	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	50	125	200	250	275	300	200.00
PART-TIME ENROLLMENT HEADCOUNT		0	10	12	15	15	15	11.17
TOTAL ENROLLMENT HEADCOUNT		50	135	212	265	290	315	211.17
NEW ENROLLMENT HEADCOUNT		50	85	187	190	190	190	148.67
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	0	0	25	75	100	150	87.50

Attachment 2

Summary of Background Information

The University of Alabama
Bachelor of Arts in Organizational Leadership

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

Program Description: The proposed BA in Organizational Leadership will integrate theory, skills, and practice to prepare students for principled and effective leadership across diverse organizational settings. Students will build a strong foundation in leadership models, organizational theory, and ethical decision-making, while developing practical competencies in communication, team dynamics, and financial stewardship. Through hands-on labs, case studies, and applied projects, students will practice leading with self-awareness and strategic insight. The program will culminate in a capstone experience that synthesizes learning through real-world organizational analysis and change planning, while electives will allow students to tailor their studies toward their own interests and career goals.

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

1. Apply major leadership theories to analyze organizational challenges and recommend context-sensitive approaches.
2. Demonstrate effective team leadership and interpersonal skills in collaborative organizational settings.
3. Apply ethical leadership frameworks to analyze dilemmas and recommend responsible courses of action.
4. Synthesize leadership learning to diagnose organizational challenges and propose actionable solutions.

Administration: The program will be administered by the School of Leadership and Policy, Maj. Gen. Parker Wright, USAF (Ret.), Dean.

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

Public Review: The program was posted on the Commission website from July 22, 2026, to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following Alabama institutions offer related programs:

- Athens State University, BS in Applied Management (CIP 52.0201), with concentration in Leadership
- University of Alabama in Huntsville, BA in Professional Studies (CIP 30.9999), with concentration in Leadership and Organizational Studies
- University of Montevallo, BA/BS in Civic Leadership (CIP 44.0201), approved June 2026
- University of South Alabama, BS in Organizational Leadership (CIP 52.0213)

Relationship to Existing Coursework: The BA in Organizational Leadership will be supported by existing course offerings in Math, Statistics, Economics, Communication Studies, Management, and Political Science. In addition, the School of Accountancy will develop a course in financial stewardship to be included as a required course. The Department of Communication Studies at UA currently offers a minor in Leadership Communication. The proposed Organizational Leadership degree will incorporate one required course, COM 350: Organizational Communication, from the Leadership Communication program. The proposed program is not substantially similar to and will not complete with any existing programs at UA.

Collaboration: No external collaborations are planned at this time.

Programmatic Accreditation: There is no specialized accreditation available for undergraduate programs in Organizational Leadership.

Professional Licensure: The proposed program is not considered a professional licensure program, as there is no professional licensure requirement for entry-level employment in the field of Organizational Leadership.

Admissions: Students must meet all requirements for UA undergraduate admission.

Mode of Delivery: UA plans to offer the program in-person on the main campus in Fall 2027, with a fully online program to be launched within two years.

Curriculum: The program is intended to be completed in eight to ten semesters for full-time students and ten to twelve for part-time. Coursework in communication, collaboration, organizational theory, and team dynamics will prepare students to advance within organizations and assume leadership roles across sectors. UA has developed 11 new courses for the program.

Curriculum Overview of Proposed Program	
Credit hours required in general education	37-43
Credit hours required in program courses & required electives	30
Credit hours in program options (concentrations/specializations/tracks)	0
Credit hours in free electives	44-50
Credit hours in required capstone/internship/practicum	3
Total Credit Hours Required for Completion	120

Industry Need: Leadership is a set of skills and behaviors that are needed across almost every type of industry and organization. The Bureau of Labor Statistics projects that personnel needed in Management Occupations will grow faster than average from 2024-34. Graduates will be prepared for employment in the following occupations: Management Analysts (SOC 13-1111); General and Operations Managers (SOC 11-1021); and Human Resources Managers (SOC 11-3121). The current Alabama Demand Occupations List includes 14 types of managers that are in demand, including these three occupations. The degree will serve the state's need for individuals prepared to take on management roles across all occupational categories.

Student Demand: UA has based its projections for in-person students on enrollments in related minor coursework, which have shown consistent student interest. The Leadership Communication minor in the College of Communication and Information Sciences has averaged 47 students annually over the past five years, while the New College minor in Civic Engagement and Leadership has averaged 49. The major is designed to complement any field of study, making it an attractive second major or paired minor for students across all UA Colleges and Schools. Based on these benchmarks, UA projects that the on-campus Organizational Leadership major will graduate approximately 50 students per year within its first five years. The University envisions the distance education mode of delivery to attract twice as many students, reaching 100 graduates per year within its first five years.

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		
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	8	
	Part-Time Faculty		
	Administration		
	Support Staff		

The BA curriculum includes nine required core courses, with five of the nine required courses taught by faculty in other departments: Principles of Microeconomics (EC 110 or 112), Statistics (MATH 111 or ST 260), Organizational Communication (COM 350), Organizational Theory (either MGT 300 or PSC 362), and Financial Stewardship (AC XXX). The remaining four courses will be covered with faculty to be hired in the School of Leadership and Policy. Given the standard teaching load at the University, total new faculty required will be six tenure stream faculty and two recurring contract faculty. New hires will be brought on as the program grow to capacity. UA seeks to attract faculty with ongoing research programs who can bring the most current methods and frameworks to ensure the quality of the program, especially for research-intensive coursework to be developed at both the undergraduate and graduate levels.

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: No new library resources will be required for the proposed program.

Other: UA has budgeted \$500 for the review of its Substantive Change Prospectus by SACSCOC.

Program Budget: The proposal projects that \$5,435,500 in new funds will be required over the first seven years to support the program. Over the same period, the program is expected to generate \$10,578,588 in tuition revenue from credit hours associated with LDS coursework. A modest reallocation of less than \$100,000 may be required to support costs for new faculty in Year 1.

Attachment 3

The University of Alabama
BA in Organizational Leadership

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		37-43		
UA 101	Foundational Course	1		
LDS 100	Freshman Compass School of Leadership and Policy	1	Y	
	Written Composition	3-6		
	Literature	3		
	Humanities/Fine Arts/Languages	6		
	History	3		
	Social Behavioral Science	6		
	Natural Science	8		
	Mathematics/Statistics	3-4		
	Foreign Language (if needed)	0-8		
Program Courses and Required Electives		30		
Math 111	<i>Statistics (Select one): MATH 111 Introduction to Data Science or ST 260 Statistical Data Analysis</i>	3		
MGT 300	<i>Organizational Theory (Select one): MGT 300 Organizational Behavior and Theory or PSC 362 Organization Theory</i>	3		
EC 110 (112)	Principles of Microeconomics (Honors) – SBS Core	3		
LDS 3XX	Foundations of Leadership	3	Y	
LDS 4XX	Team Dynamics	3	Y	
LDS 4XX	Ethics in Leadership	3	Y	
COM 350	Organizational Communication	3		
AC 2XX	Financial Stewardship	3	Y	
	<i>Select two electives from the courses below:</i>	6		
LDS 4XX	Internship in Organizational Leadership		Y	
LDS 4xx	Decision-Making for Leaders		Y	
PPOL 3xx	Policy Analysis and Evaluation		Y	
PPOL 3xx	Economics of Public Policy		Y	
PPOL 3xx	Values in Public Policy		Y	
COM 224	Small Group Communication			
COM 352	Business Professional Communication			
COM 455	Leadership & Strategic Communication			
COM 460	Group Leadership			
CSM 225	Confidence in Conflict			
CSM 428	Processes of Negotiation			
CSM 461	Managing in a High Performance Organization			
CSM 486	Principled Negotiation			
EC 412	Industrial Organization			
EC 460	Labor Economics			
FI 302	Business Finance			

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GBA 300	Business Communication.			
HY 317	US Strategic Policy Planning			
LGS 200	Legal Environment of Business			
MGT 422	Leadership Communication			
MGT 420	Organizational Change			
MIS 200	Fundamentals of Management Information Systems.			
PHL 475	Probability and Decision Theory			
PSC 206	Public Administration			
PSC 361	Fiscal Policy and Budget			
PSC 462	Public Personnel Admin			
PY 372	Social Psychology			
SOC 205	Social Psychology			
TH 470	Arts Management			
Program Options (enter total credit hours from all options below)		0		
Free Electives		44-50		
	Electives	44-50		
Capstone/Internship/Practicum		3		
LDS 4xx	Capstone in Organizational Leadership	3	Y	
Total Credit Hours Required for Completion:		120		

DECISION ITEM: G-5b

The University of Alabama, Substantive Modification to Establish the Doctor of Philosophy in Business Administration (CIP 52.0101)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the substantive modification to consolidate the following doctoral programs and establish the Doctor of Philosophy (PhD) in Business Administration at CIP 52.0101:

- 1) PhD in Accounting (CIP 52.0301) to be consolidated
- 2) PhD in Finance (CIP 52.0801) to be consolidated
- 3) PhD in Management (CIP 52.0201) to be consolidated
- 4) PhD in Marketing (CIP 52.1401) to be consolidated

The newly created PhD in Business Administration will be structured around a unified program core, with five concentration areas:

- 1) Doctoral Concentration in Accounting
- 2) Doctoral Concentration in Finance
- 3) Doctoral Concentration in Management
- 4) Doctoral Concentration in Marketing
- 5) Doctoral Concentration in Management Information Systems

Background:

According to the Alabama Administrative Code §300-2-1-.06 ("Reasonable Extensions and Alterations of Existing Programs of Instruction"), certain program extensions or alterations must be approved by the Commission prior to implementation. In most cases, substantive modifications requiring approval will be considered only if they will not require additional resources to implement and will not negatively impact the viability of existing programs.

The following modifications to existing degree programs are considered substantive – requiring Commission approval:

1. Consolidating two or more-degree programs
2. Separating an existing program into two distinct programs
3. Changing more than 50% of the program's curriculum
4. Increasing or decreasing the program's total credit hours by more than 25%
5. Changing the nomenclature for doctoral degrees
6. Creating a degree program offered jointly by more than one institution
7. Reactivating a deleted program

The University of Alabama (UA) is proposing to consolidate four of its existing doctoral programs within the Manderson Graduate School of Business in the Culverhouse College of Business and establish a unified PhD in Business Administration (CIP 52.0101). The proposed

consolidation is intended to ensure program viability, strengthen doctoral research, take advantage of synergies across disciplines, and identify economies in staffing and administration. UA notes that the substantive change will not require any new resources to implement and will not disrupt the progress of any students currently pursuing PhDs in one of the existing programs.

The consolidated program will include five doctoral concentrations, four of which correspond to the existing PhD programs (Accounting, Finance, Management, and Marketing). The fifth (Management Information Systems) includes existing coursework that is offered within the PhD in Operations Management (CIP 52.1301). In keeping with ACHE's definition of "options," all concentration areas have a clear relationship to the field of Business Administration and share a common set of required coursework ("program core"), which includes 6 credit hours in Theoretic Foundations, 6 credit hours in Research Methods, and 24 credit hours of Dissertation Research. The concentrations differ, however, their required coursework and electives, with total credit hours for completion varying between the concentration areas by as many as 12 credit hours. UA has provided a satisfactory rationale for these variations based on differing professional expectations and hiring practices for graduates of the different concentrations.

Supporting Documentation:

1. Summary of Proposed Substantive Modification, attached.
2. Curriculum for the Modified Program, attached.
3. University of Alabama, Proposal for Substantive Modification, submitted June 1, 2026. Available upon request.
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.

Attachment 1

Summary of Proposed Substantive Modification

Doctor of Philosophy in Business Administration

Program Overview and Structure: The PhD in Business Administration is designed to prepare business scholars for positions in academia, industry, and government; add to a student's usable body of knowledge in a chosen area of concentration within the area of business administration; develop each student's research, teaching, and professional capabilities; and promote scholarly achievement and advancement of knowledge in business disciplines through theoretic and applied research. With representation in five academic departments (Accounting; Economics, Finance, and Legal Studies; Management; Marketing; and Information Systems, Statistics, and Management Science), UA's Manderson Graduate School of Business offers a multidisciplinary doctoral program in Business Administration that enables students to focus in one of five concentrations: Accounting, Finance, Management, Management Information Systems, or Marketing. The plan of study offers courses in three core areas, in addition to concentration specific courses, intended to provide the students with a foundational level of knowledge and research skills. This enables students to develop advanced skills to perform rigorous academic research in their concentration area, as well as to prepare for a career in academia.

Administration: The program is administered by the Culverhouse College of Business, Dr. Kay Palan, Dean; and the Manderson Graduate School of Business, Dr. Sharif Melouk, Associate Dean.

Specialized Accreditation: UA's Culverhouse College of Business maintains specialized accreditation through the Association to Advance Collegiate Schools of Business (AACSB), with its PhD programs recognized separately. UA plans to notify AACSB of changes to its doctoral program structure.

Similar Programs: The following Alabama institutions offer similar broad-based doctoral programs that include concentrations across multiple Business disciplines:

- Auburn University, PhD in Business (CIP 52.0201), with concentrations in Finance, Information Systems Management, and Management
- University of South Alabama, PhD in Business Administration (CIP 52.0201), with concentrations in Management and Marketing

Relationship to Existing Coursework: The proposed program will consolidate and replace the following doctoral programs currently offered at UA:

- PhD in Accounting (CIP 52.0301)
- PhD in Finance (CIP 52.0801)
- PhD in Management (CIP 52.0201)
- PhD in Marketing (CIP 52.1401)

All courses that comprise the current doctoral programs will continue to be offered as part of the unified program curriculum structure. Thus, there will not be any disruption to graduation plans for existing students. All faculty will be retained so there will not be concerns with staffing the courses. This unified doctoral program will continue to contribute to the university's pursuit of top-level research as an R1 (very high research activity) institution.

Curriculum: The consolidated program will include five doctoral concentrations, four of which correspond to the existing PhD programs (Accounting, Finance, Management, and Marketing). The fifth (Management Information Systems) includes existing coursework that is currently offered within the PhD in Operations Management (CIP 52.1301). Courses in three core areas (Professional Development, Theoretic Foundations, and Research Methods) establish the essential knowledge set for doctoral students in the program to conduct doctoral-level research and prepare for their career post-graduation.

Table: Summary of Credit Hour Requirements by Concentration Area

	Concentration Area				
	AC	FI	MGT	MKT	MIS
<i>Core Courses</i>	12	12	12	12	12
<i>Concentration</i>	15	15	12	12	12
<i>Elective Research Support</i>	18	21	24	12	12
<i>Dissertation</i>	24	24	24	24	24
Total Hours	69	72	72	60	60

Admissions: Admission recommendations are made by an evaluation committee in the appropriate concentration area after considering the applicant's background, admission test scores, grade point averages (GPAs), statement of purpose, letters of reference, fulfillment of academic preparation, and an interview. Students may choose to take either the GMAT or the GRE. Qualified students will be admitted to the PhD program in a specific concentration area, as indicated in their application. Students must adhere to their concentration-specific requirements (e.g., course selections) to complete the program successfully. Students wishing to change their concentration area must receive approval from the new concentration area. The approval process includes evaluation by the admissions governing body of the other concentration area. Unless otherwise specified, financial support offers are not transferable with the student from one concentration area to another.

Mode of Delivery: In-person.

Faculty and Personnel Overview:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
	Full-Time Faculty	74	
	Part-Time Faculty		
	Administration	6	
	Support Staff	7	
	TOTAL	87	

Resources: No new resources will be needed to deliver the consolidated program.

Overview of Student Completions:

Program	Completions per Academic Year					
	2020	2021	2022	2023	2024	2025
Accounting PhD (52.0301)	3	2	1	3	2	3
Finance PhD (52.0801)	1	1	5	2	3	3
Management PhD (52.0201)	3	1	3	1	2	1
Marketing PhD (52.1401)	1	4	1	2	1	3

Attachment 2

Curriculum for the Modified Program

Course Number/Title	Credit Hours
Program Core Courses & Required Electives	12
Professional Development	
MAND 600-Foundations of Academic and Professional Success	0
Theoretic Foundations (select two courses from below)	6
EC 570-Mathematical Economics (3 credit hours)	
EC 600-Advanced Mathematical Economics (3 credit hours)	
EC 610-Seminar in Microeconomic Theory (3 credit hours)	
EC 660-Game Theory (3 credit hours)	
MGT 620-Seminar: Organizational Behavior (3 credit hours)	
MGT 625-Foundations of Strategic Management (3 credit hours)	
MKT 674-Measurement and Structural Equation Modeling (3 credit hours)	
MKT 690-Theory Development and Use (3 credit hours)	
Research Methods (select two courses from below)	6
AC 691-Research Practicum I (3 credit hours)	
EC 670-Econometrics (3 credit hours)	
EC 671-Seminar: Econometrics (3 credit hours)	
MGT 690-Research Methods I (3 credit hours)	
MGT 691-Research Methods II (3 credit hours)	
MIS 685-MIS Research Design Seminar (3 credit hours)	
ST 554-Mathematical Statistics I (3 credit hours)	
Program Options (concentrations/specializations/tracks)	12-15
Accounting Concentration (take five courses below)	15
AC 610-Intro Accounting Research I (3 credit hours)	
AC 620-Accounting Research Seminar I (3 credit hours)	
AC 630-Archival Accounting Research (3 credit hours)	
AC 640-Experimental Accounting Research (3 credit hours)	
AC 650-Directed Research (3 credit hours)	
Finance Concentration (take five courses below)	15
FI 601-Finance Theory I (3 credit hours)	
FI 602-Finance Theory II (3 credit hours)	
FI 610-Seminar in Financial Management (3 credit hours)	
FI 614-Seminar in Investments (3 credit hours)	
FI 624-Financial Markets (3 credit hours)	

Management Concentration (take four courses below)	12
MGT 621-Organizational Behavior Group Performance (3 credit hours)	
MGT 622-Current Topics in Human Resources Management (3 credit hours)	
MGT 623-Contemporary Issues in Organizational Theory (3 credit hours)	
MGT 633-Entrepreneurship Research (3 credit hours)	
Marketing Concentration (take four courses below)	12
MKT 518-Mktg Mgmt & Decision Making or IBA 555-Global Mkt Mgmt (3 credit hours)	
MKT 613-Consumer Behavior (3 credit hours)	
MKT 688-Quantitative Modeling in Marketing (3 credit hours)	
MKT 698-Research in Marketing (3 credit hours)	
Management Information Systems Concentration (take four courses below)	12
MIS 601-Theory Development Seminar (3 credit hours)	
MIS 607-MIS Foundations Seminar (3 credit hours)	
MIS 609-MIS Individual-level Research Seminar (3 credit hours)	
MIS 611-MIS Research Methods-Org and Info Systems (3 credit hours)	
Elective Research Support Courses	12-24
Various PhD level courses from college and university selected in consultation with advisor	
Accounting Concentration students	18
Finance Concentration students	21
Management Concentration students	24
Marketing Concentration students	12
Management Information Systems Concentration students	12
Dissertation Research	24
Accounting Concentration students	24
Finance Concentration students	24
Management Concentration students	24
Marketing Concentration students	24
Management Information Systems Concentration students	24
Total Credit Hours for Completion	
Accounting Concentration students	69
Finance Concentration students	72
Management Concentration students	72
Marketing Concentration students	60
MIS Concentration students	60

DECISION ITEM: G-5c

The University of Alabama, Substantive Modification to Establish the Doctor of Philosophy in Applied Statistics and Operations Management (CIP 52.1399)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the substantive modification to consolidate the following doctoral programs and establish the Doctor of Philosophy (PhD) in Applied Statistics and Operations Management at CIP 52.1399:

- 1) PhD in Applied Statistics (CIP 27.0601) to be consolidated
- 2) PhD in Operations Management (CIP 52.1301) to be consolidated

The newly created PhD in Applied Statistics and Operations Management will be structured around a unified program core, with two concentration areas:

- 1) Doctoral Concentration in Applied Statistics
- 2) Doctoral Concentration in Operations Management

Background:

According to the Alabama Administrative Code §300-2-1-.06 ("Reasonable Extensions and Alterations of Existing Programs of Instruction"), certain program extensions or alterations must be approved by the Commission prior to implementation. In most cases, substantive modifications requiring approval will be considered only if they will not require additional resources to implement and will not negatively impact the viability of existing programs.

The following modifications to existing degree programs are considered substantive – requiring Commission approval:

1. Consolidating two or more-degree programs
2. Separating an existing program into two distinct programs
3. Changing more than 50% of the program's curriculum
4. Increasing or decreasing the program's total credit hours by more than 25%
5. Changing the nomenclature for doctoral degrees
6. Creating a degree program offered jointly by more than one institution
7. Reactivating a deleted program

The University of Alabama (UA) is proposing to consolidate two of its existing doctoral programs within the Manderson Graduate School of Business in the Culverhouse College of Business and establish a unified PhD in Applied Statistics and Operations Management (CIP 52.1399). The proposed consolidation is intended to ensure program viability, strengthen doctoral research, take advantage of synergies across disciplines, and identify economies in staffing and administration. UA notes that the substantive change will not require any new resources to implement and will not disrupt the progress of

any students currently pursuing PhDs in either of the existing programs.

The consolidated program will include two doctoral concentrations, corresponding to the existing PhD programs (Applied Statistics and Operations Management). In keeping with ACHE's definition of "options," both concentration areas share a common set of required coursework ("program core"), which includes 6 credit hours in Theoretic Foundations, 6 credit hours in Research Methods, and 24 credit hours of Dissertation Research. The concentrations differ, however, their required coursework and electives, with total credit hours for completion varying between the concentration areas by 12 credit hours. UA has provided a satisfactory rationale for this variation based on differing professional expectations and hiring practices for graduates of the different concentrations.

Supporting Documentation:

1. Summary of Proposed Substantive Modification, attached.
2. Curriculum for the Modified Program, attached.
3. University of Alabama, Proposal for Substantive Modification, submitted June 1, 2026. Available upon request.
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.

Attachment 1

Summary of Proposed Substantive Modification

Doctor of Philosophy in Applied Statistics and Operations Management

Program Overview and Structure: The PhD in Applied Statistics and Operations Management is designed to prepare business scholars for positions in academia, industry, and government; add to a student's usable body of knowledge in a chosen area of concentration within the areas of Applied Statistics and Operations Management; develop each student's research, teaching, and professional capabilities; and promote scholarly achievement and advancement of knowledge in business disciplines through theoretic and applied research. Offered through the Department of Information Systems, Statistics, and Management Science, the PhD in Applied Statistics and Operations Management includes coursework in three core areas, in addition to concentration specific courses, intended to provide the students with a foundational level of knowledge and research skills. This enables students to develop advanced skills to perform rigorous academic research in their concentration area, as well as to prepare for a career in academia.

Administration: The program is administered by the Culverhouse College of Business, Dr. Kay Palan, Dean; and the Manderson Graduate School of Business, Dr. Sharif Melouk, Associate Dean.

Specialized Accreditation: UA's Culverhouse College of Business maintains specialized accreditation through the Association to Advance Collegiate Schools of Business (AACSB), with its PhD programs recognized separately. UA plans to notify AACSB of changes to its doctoral program structure.

Similar Programs: The following Alabama institutions offer related doctoral programs:

- Auburn University, PhD in Statistics and Data Science (CIP 30.7001); PhD in Business Administration (CIP 52.0201), with concentration in Supply Chain Management
- University of South Alabama, PhD in Business Administration (CIP 52.0201), with concentration in Business Analytics

Relationship to Existing Coursework: The proposed program will consolidate and replace the following doctoral programs currently offered at UA:

- PhD in Applied Statistics (CIP 27.0601)
- PhD in Operations Management (CIP 52.1301)

Courses that comprise the current doctoral programs will continue to be offered as part of the consolidated program curriculum structure. Doctoral courses in Management Information Systems, which are currently offered under the PhD in Operations Management, will instead be offered under the proposed PhD in Business Administration, which is also being reviewed at the September 2026 Commission meeting. Thus, there will not be any disruption to graduation plans for existing students. All faculty will be retained so there will not be concerns with staffing the courses. This consolidated doctoral program will continue to contribute to the university's pursuit of top-level research as an R1 (very high research activity) institution.

Curriculum: The consolidated program will include two doctoral concentrations, which correspond to the existing PhD programs (Applied Statistics and Operations Management). Courses in three core areas (Professional Development, Theoretic Foundations, and Research Methods) establish the essential knowledge set for doctoral students in the program to conduct doctoral-level research and prepare for their career post-graduation.

Curriculum Overview of Modified Program	
Credit hours required in program courses	12
Credit hours required in program options (concentrations/specializations/tracks)	12
Credit hours in program electives	12-24
Credit hours in required research/dissertation	24
Total Credit Hours Required for Completion	60-72

Admissions: Admission recommendations are made by an evaluation committee in the appropriate concentration area after considering the applicant's background, admission test scores, grade point averages (GPAs), statement of purpose, letters of reference, fulfillment of academic preparation, and an interview. Students may choose to take either the GMAT or the GRE. Qualified students will be admitted to the PhD program in a specific concentration area, as indicated in their application. Students must adhere to their concentration-specific requirements (e.g., course selections) to complete the program successfully. Students wishing to change their concentration area must receive approval from the new concentration area. The approval process includes evaluation by the admissions governing body of the other concentration area. Unless otherwise specified, financial support offers are not transferable with the student from one concentration area to another.

Mode of Delivery: In-person.

Faculty and Personnel Overview:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
	Full-Time Faculty	18	
	Part-Time Faculty		
	Administration	2	
	Support Staff	4	
TOTAL		24	

Resources: No new resources will be needed to deliver the consolidated program.

Overview of Student Completions:

Program	Completions per Academic Year					
	2020	2021	2022	2023	2024	2025
Applied Statistics PhD (27.0601)	1	3	3	1	2	5
Operations Management PhD (52.1301)	1	2	2	3	1	3

Attachment 2

Curriculum for the Modified Program

PhD in Applied Statistics and Operations Management

Course Number/Title	Credit Hours
Program Core Courses & Required Electives	12
Professional Development	
MAND 600-Foundations of Academic and Professional Success	0
Theoretic Foundations	6
ST 554-Math Statistics I (3 credit hours)	
ST 555-Math Statistics II (3 credit hours)	
Research Methods (select two courses from below)	6
BAN 501-Predictive Modeling with Business Applications (3 credit hours)	
OM 601-Stochastic Decision Models (3 credit hours)	
ST 560-Statistical Methods (3 credit hours)	
ST 603-Advanced Inference (3 credit hours)	
ST 610-Advanced Linear Models (3 credit hours)	
Program Options (concentrations/specializations/tracks)	12
Applied Statistics Concentration	12
ST 552-Applied Regression Analysis	
ST 553-Applied Multivariate Analysis	
ST 640-Statistical Computing	
ST 645-Advanced Statistical Learning	
Operations Management Concentration	12
OM 600-LP Theory and Applications	
OM 602-Nonlinear Modeling and Optimization	
OM 603-Integer Modeling and Optimization	
OM 620-Production Management Models	
MGT 633-Entrepreneurship Research (3 credit hours)	
Elective Research Support Courses	12-24
Various PhD level courses from college and university selected in consultation with advisor	
Applied Statistics Concentration students	24
Operations Management Concentration students	12
Dissertation Research	24
Applied Statistics Concentration students	24
Operations Management Concentration students	24
Total Credit Hours for Completion	
Applied Statistics Concentration students	72
Operations Management Concentration students	60

DECISION ITEM: G-5d

The University of Alabama, Establishment of a New Major Unit of Instruction: School of Data Science

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the establishment of the School of Data Science as a new major unit of instruction at The University of Alabama (UA).

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.”

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 a major unit of instruction that require additional expenditures must be approved by the Commission prior to implementation.

Staff recommendation for approval of UA's new major unit of instruction is based on the following rationale:

1. Establishing the School of Data Science as an independent academic unit reporting directly to the Provost will provide a university-wide hub for applied data science, responsible artificial intelligence, and high-performance computing while expanding interdisciplinary education, research, and industry partnerships.
2. UA projects that the School will require substantial institutional investment to recruit faculty and staff, develop academic programs, and support computing infrastructure. This investment is justified by anticipated tuition revenue, external research funding, industry partnerships, and the School's potential to strengthen Alabama's technology workforce and innovation capacity.

Supporting Documentation:

1. Summary of Proposed Major Instructional Unit, attached.

2. The University of Alabama proposal submitted June 15, 2026. Available upon request.
3. "Operational Definitions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1.01. Available upon request.
4. "Evaluation of Changes to Instructional Role and Academic Units," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.11. Available upon request.

Attachment 1 Summary of Proposed Major Instructional Unit

Overview of School of Data Science

The University of Alabama (UA) intends to establish the School of Data Science as a standalone academic unit reporting directly to the Provost. The School will serve as UA's convening hub for data science and artificial intelligence, connecting interdisciplinary education, research, shared computing infrastructure, and partnerships with industry, government, and other academic institutions. Its mission is to educate and empower the next generation of data scientists, AI practitioners, and computational leaders while addressing Alabama's workforce and innovation needs.

The School will be led by a dean responsible for strategic leadership, academic oversight, external partnerships, research development, and day-to-day management. An associate dean and program directors will support curriculum, faculty coordination, student services, and assessment. Three advisory bodies will support campus collaboration, stewardship of high-performance computing resources, and external engagement.

Budget Summary

UA provided a multi-year budget outlining projected start-up, capital, and operating costs for the School of Data Science. The table below includes projected costs, presented with dollars in \$1,000s. In particular, the budget for FY 2026-27 and FY 2027-28 (Year 0 and Year 1 outlined in blue) should be associated with the establishment of the School as a major instructional unit.

	Fiscal Year ¹		Fiscal Year ¹			
	Y0 2026-2027	Y1 2027-2028	Y2 2028-2029	Y3 2029-2030	Y4 2030-2031	Y5 2031-2032
Budget Pro Forma						
Total Sources	\$ -	\$ 1,585.4	\$ 3,234.3	\$ 6,185.6	\$ 7,571.1	\$ 9,095.4
Operating	\$ -	\$ 1,585.4	\$ 3,234.3	\$ 6,185.6	\$ 7,571.1	\$ 9,095.4
Net Tuition and Fees ²	\$ -	\$ 1,585.4	\$ 3,234.3	\$ 6,185.6	\$ 7,571.1	\$ 9,095.4
Other Sources ³	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Future General Revenue Bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Central Reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources ³	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Uses	\$ 610.3	\$ 2,641.3	\$ 3,740.9	\$ 5,049.9	\$ 5,147.6	\$ 5,247.3
Operating	\$ 610.3	\$ 2,641.3	\$ 3,740.9	\$ 5,049.9	\$ 5,147.6	\$ 5,247.3
Salaries, Wages, & Benefits ⁴	\$ 560.3	\$ 2,416.3	\$ 3,490.9	\$ 4,699.9	\$ 4,789.9	\$ 4,881.7
Deans	\$ 337.5	\$ 675.0	\$ 688.5	\$ 702.3	\$ 716.3	\$ 730.6
Faculty	\$ -	\$ 715.0	\$ 1,419.3	\$ 2,237.7	\$ 2,282.4	\$ 2,328.1
Staff	\$ 85.0	\$ 393.4	\$ 451.3	\$ 460.3	\$ 469.5	\$ 478.9
Students	\$ -	\$ 50.0	\$ 100.0	\$ 200.0	\$ 200.0	\$ 200.0
Fringe Benefits	\$ 137.8	\$ 582.9	\$ 831.8	\$ 1,099.7	\$ 1,121.7	\$ 1,144.1
Supplies and Other Services	\$ 50.0	\$ 225.0	\$ 250.0	\$ 350.0	\$ 357.7	\$ 365.6
Capital	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Income⁵	\$ (610.3)	\$ (1,055.8)	\$ (506.6)	\$ 1,135.6	\$ 2,423.5	\$ 3,848.1
Net Annual Change (Excluding Capital)						
Total Sources	\$ -	\$ 1,585.4	\$ 1,648.8	\$ 2,951.3	\$ 1,385.6	\$ 1,524.3
Total Uses	\$ 610.3	\$ 2,031.0	\$ 1,099.6	\$ 1,309.0	\$ 97.7	\$ 99.7
Net Income	\$ (610.3)	\$ (445.6)	\$ 549.2	\$ 1,642.2	\$ 1,287.9	\$ 1,424.7
Enrollment and Staffing						
Total						
Enrollment	-	100	200	375	450	530
Dean FTE	2	2	2	2	2	2
Faculty FTE	-	4	9	12	12	12
Staff FTE	3	6	7	7	7	7

¹ Assumes 1 Dean and 2 support staff are hired mid-year of Year 0.

² Assumes 2% average annual tuition increase, a 50/50 IS/OOS Population, and 35% discount rate for tuition revenue projections.

³ Other Sources are TBD.

⁴ 2.0% average annual merit increases.

⁵ Note: Net Income excludes Capital Sources and Uses.

Initial planning and operating costs for FY 2026-27 are estimated at \$610,300, which will include essential personnel, administration, and other services. Beginning in FY 2027-28, UA projects that operating expenditures will ramp up as degree programs are launched. Nonetheless, revenue from tuition and fees will not fully offset costs, and the projected Year 1 deficit of \$445,600 should also be attributed to start-up costs for the School. UA anticipates that tuition and fees will become the principal revenue source as enrollment grows, supplemented by state and federal grants and contracts, industry partnerships, private gifts and endowments, and professional development offerings. Expenditures and revenues associated with the proposed degree programs will be reviewed by the Commission at future meetings through the standard academic program approval process.

Instructional Vision

The School of Data Science is envisioned as a regional and national leader in applied data science education, AI-driven discovery, workforce development, and innovation. Curricula will emphasize statistical methods, machine learning, data engineering, high-performance computing, data visualization, ethical and responsible AI use, and communication of technical findings. UA indicates that none of its existing degree programs will be transferred to the School. Instead, the School will develop and implement the following new academic offerings to complement existing programs:

- Bachelor of Science (BS) in Applied Data Science
- Master of Science (MS) in Applied Data Science
- Doctor of Philosophy (PhD) in Applied Data Science

Proposals for the new degree programs will require separate review by the University of Alabama System Board of Trustees and the Alabama Commission on Higher Education and are expected to appear on future Commission meeting agendas.

Stewardship of the High-Performance Computing and Data Center

UA's High-Performance Computing and Data Center (HPC), which was recognized by the Commission in December 2025 as a Unit of Research under the Office of Research and Economic Development, will be moved under the administration of the School of Data Science. Within the proposed structure, the HPC will continue to serve as a Unit of Research and will also support instruction, public service, and other mission-aligned activities. By housing HPC's coordination within the School of Data Science, UA intends to create a comprehensive ecosystem where students learn on production-scale systems, faculty conduct cutting-edge computational research, and Alabama industries access both expertise and infrastructure to drive economic development. The School will develop curriculum specifically designed around HPC capabilities, including courses in parallel computing, large-scale machine learning, scientific computing, and cloud architecture. Undergraduate and graduate students will complete capstone projects that leverage HPC resources to solve real problems for industry partners, working with datasets and computational challenges that mirror professional practice. As the primary academic steward of HPC resources, the School of Data Science will coordinate faculty research access and foster interdisciplinary collaborations that leverage computational infrastructure. The School will develop industry partnership programs that provide companies with access to HPC resources along with faculty expertise and student talent through internships, capstone collaborations, and applied research partnerships.

Relationship to Other Academic Units

UA's proposal notes that the School of Data Science will adopt a "hub and spoke" approach to expand upon, rather than take over, existing curricula and expertise across the University. The School will serve as a hub for connecting faculty from different colleges around shared interests, co-designing interdisciplinary initiatives, facilitating access to shared computational and data infrastructure, including high-performance computing resources, and amplifying existing work to external audiences. The proposal includes letters of support from all 13 college deans, noting opportunities to collaborate with the new School through cross-listed courses, joint faculty appointments, and coordinated curriculum development to avoid competition and unnecessary duplication of effort.

DECISION ITEM: G-6

University of Alabama at Birmingham, Bachelor of Science in Data Science (CIP 30.7001)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

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

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

Implementation Date: The proposed program will be implemented in Fall 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 2027-2028 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 2030-31 through 2032-33 (three-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the existing BS in Mathematics (CIP 27.0101) and BS in Computer Science (CIP 11.0101) will maintain viability, in keeping with the adopted graduation requirements established in the Code of Alabama 16-5-8(a)(2).
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and/or pursuit of graduate 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, 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 program will be administered jointly by the Department of Computer Science and the Department of Mathematics and will create a more streamlined pathway for undergraduates to complete their studies in Data Science.
2. The proposal includes three letters of support from industry professionals attesting to the need for this program.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
3. University of Alabama at Birmingham proposal received May 14, 2026, 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	University of Alabama at Birmingham							
PROGRAM NAME:	Data Science						CIP CODE:	30.7001
SELECT LEVEL:	UNDERGRADUATE (BACHELOR'S)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
PERSONNEL SALARIES & BENEFITS	\$123,500	\$147,675	\$297,159	\$311,117	\$325,773	\$341,161	\$357,319	\$1,903,704
EQUIPMENT								\$0
FACILITIES								\$0
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION								\$0
OTHER COSTS								\$0
TOTAL EXPENSES	\$123,500	\$147,675	\$297,159	\$311,117	\$325,773	\$341,161	\$357,319	\$1,903,704
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS								\$0
EXTERNAL FUNDING								\$0
TUITION + FEES	\$176,640	\$309,120	\$556,416	\$865,536	\$1,183,488	\$1,545,600	\$1,987,200	\$6,624,000
TOTAL REVENUES	\$176,640	\$309,120	\$556,416	\$865,536	\$1,183,488	\$1,545,600	\$1,987,200	\$6,624,000
ENROLLMENT PROJECTIONS								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	9	14	22	27	33	43	24.67
PART-TIME ENROLLMENT HEADCOUNT		0	2	4	4	5	5	3.33
TOTAL ENROLLMENT HEADCOUNT		9	16	26	31	38	48	28.00
NEW ENROLLMENT HEADCOUNT		9	12	12	15	15	18	13.50
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	0	0	3	5	8	14	7.5

Attachment 2

Summary of Background Information

University of Alabama at Birmingham
Bachelor of Science in Data Science

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

Program Description: The proposed BS in Data Science will create a more streamlined pathway for undergraduates to complete training in Data Science. Currently, undergraduates wanting to pursue data science must complete both the BS in Mathematics and the BS in Computer Science. The dual BS degrees are necessary due to the heavy intertwining of mathematics and computer science skills required by data science. Computer science students generally require more mathematics, and mathematics students require more computer science. The new multidisciplinary degree will combine the necessary courses from both computer science and mathematics into one BS degree, which will be open to all undergraduate students. The fully integrated and complementary course design will enable a rigorous and comprehensive curriculum designed to ensure a strong foundational understanding of the theoretical and computational methodologies in mathematics and computer science. Additionally, a breadth of well-balanced courses in data analysis with domain emphasis will be offered to solidify how the mathematics and computer science courses apply to the field of Data Science.

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

1. Communicate the results of data analysis to a variety of audiences.
2. Collect, store, and model the data needed to answer questions and produce value.
3. Formulate solutions to real-world problems using mathematical and computational strategies.
4. Critique existing data models and develop a design to improve them.
5. Solve problems by integrating techniques in the field of data science such as machine learning, information visualization, artificial intelligence, and data engineering.

Administration: The program will be administered by the UAB College of Arts and Sciences, Dr. Kecia Thomas, Dean; the Department of Computer Science, Dr. Yuliang Zheng, Chair; and the Department of Mathematics, Dr. Milena Stanislavova, Chair.

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

Public Review: The program was posted on the Commission website from July 22, 2026, to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer related programs: BS in Data Analytics (CIP 52.1301), University of Montevallo (offers fewer math courses); BS in Data Science (CIP 30.7001), The University of Alabama (offers fewer CS courses); and BS in Computer Science with Data Science concentration (CIP 11.0101), University of Alabama at Huntsville (offers fewer math and specialized data science courses). In addition, a strength of the CS department at UAB is cybersecurity and the importance of data security and the ethics of collecting, storing, and analyzing data will be intertwined throughout the program.

Relationship to Existing Coursework: UAB currently offers a BS in Mathematics (CIP 27.0101) and a BA/BS in Computer Science (CIP 11.0101). Coursework from both programs has been incorporated into the proposed Data Science degree. UAB intends to attract new students rather than lose Math and CS majors to the BS in Data Science; nonetheless, existing programs will be expected to maintain viability. At the graduate level, UAB has offered an MS in Data Science (CIP 11.0401) since 2018. That degree was recently retitled MS in Artificial Intelligence and moved to CIP 11.0102. The proposed degree will leverage faculty expertise developed for the graduate program.

External Collaboration: UAB has no plans for external collaboration.

Admissions: Applicants must meet standard UAB undergraduate admission requirements.

Mode of Delivery: The program will be delivered in-person and on-campus. Some courses may be offered in an online or hybrid format.

Curriculum: The program curriculum will expose students to cutting edge technologies used in data mining and analysis along with critical thinking skills needed to choose the best tools for solving a given problem. Graduates will also have a strong understanding of the security and privacy issues involved in data collection and storage as well as the ethics of using that data.

Curriculum Overview of Proposed Program	
Credit hours required in program courses	41
Credit hours in program courses & required electives	68
Credit hours in program options/concentrations/tracks	0
Credit hours in free electives	8
Credit hours in required capstone/internship/practicum	3
Total Credit Hours Required for Completion	120

The BS will include a senior capstone course requiring students to develop a data science project with real-world applications. Most projects in this course will come from local industry or non-profit partners, enabling students to put the theoretical framework they learned into practice.

Industry Need: The proposed program will prepare graduates for employment in the following occupations: Data Scientists (SOC 15-2051); Biostatisticians (SOC 15-2041.01); and Financial Quantitative Analysts (SOC 13-2099.01). There is a high demand for Data Scientists in the state of Alabama as well as across the nation. A search of open positions containing the keyword “data science” on LinkedIn.com produced 6,633 positions for Alabama and 6,065 for the Greater Birmingham area* (*some jobs are remote or available in other cities, which is why there is little discrepancy between the city and state numbers). While the Alabama statewide and Regional Lists of In-Demand Occupations do not specifically list “Data Scientist”, every category listed above requires data and will likely use one of the above titles to describe the position. Data Scientists can extrapolate the information within a field to provide a foundation for more strategic decision-making. Currently, there are only two similar programs within the state, which cannot produce the number of employees needed in the field based on job postings within the state. The proposed program will require courses in both Mathematics and Computer Science, which will increase the flexibility of graduates to apply their knowledge within various industries and will prepare the student to be competitive in any of the above positions.

Student Demand: To determine student interest, UAB distributed a survey to all undergraduate students (Fall 2022). Of the 417 respondents, 31% indicated they would probably or definitely major in the program if offered, and 42% indicated they would probably or definitely minor in the program if offered. Sixty-nine percent indicated an interest in Data Science courses while not necessarily in pursuing a major or minor. In addition, to understand the number of high school students interested in pursuing a BS in Data Science, the University spoke with students at the UAB High School Programming Contest. Seventy-two percent of students indicated they were interested in pursuing a minor or major in Data Science based on the total number in attendance.

UAB also considered enrollment in existing Data Science pathways to understand student demand. At the undergraduate level, 76 students over the last five years would have been candidates for the BS in Data Science given the number of Math and CS courses they completed. At the graduate level, the MS in Data Science had 152 students enrolled in Fall 2023, and by the end of 2025, applications had increased to over 750. In the past four years, enrollment has increased by 322%.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	36	1
	Part-Time Faculty	8	
	Administration		
	Support Staff	8	
New to be Hired	Full-Time Faculty	3	
	Part-Time Faculty		
	Administration		
	Support Staff	2	

Both the Mathematics and Computer Science Departments have faculty qualified to teach courses for the proposed program. Nonetheless, the frequency in offerings and/or number of sections will need to increase, necessitating additional faculty hires. The new program will require two additional Computer Science faculty (one to be hired in Year 1, and one to be hired in Year 2). Mathematics will require one additional faculty member to be hired in Year 1. Moreover, hiring additional faculty with a strong background in data science will allow for more specialized topics to be covered within the courses. Beyond faculty, both the Mathematics and Computer Science departments will need an additional teaching assistant (2 TAs total) to assist with grading and tutoring needs. These are listed above as support staff.

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

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

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

Library: No new library resources will be required for the proposed program.

Program Budget: The proposal projects that \$1,903,704 in new funds will be required to support the program over the first seven years, with the greatest expenditures going toward faculty hiring. Over the same period, the program is expected to generate a total of \$6,624,000.

Attachment 3

University of Alabama at Birmingham
Bachelor of Science in Data Science

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
Program Courses		41		
Blazer Core	Local Beginnings	3		
Blazer Core	Academic Foundations	15		
Blazer Core	Thinking Broadly	20		
Blazer Core	City As a Classroom	3		
Program Courses & Required Electives		68		
PHL 220	Ethics of Artificial Intelligence	3		
MA 125	Calculus I	4		
MA 126	Calculus II	4		
MA 160	Linear Algebra: Data and Models	4		
MA 189	Data Dive into Birmingham	3		
MA 252	Introduction to Differential Equations	3		
MA 260 or MA 434 or CS380	Introduction to Linear Algebra or Algebra I: Linear or Mathematical Foundations of AI	3		
MA 485 or CS 355	Probability or Probability and Statistics in Computer Science	3		
MA 486	Mathematical Statistics	3		
CS 104	Data Science for All	3		
CS 203	Object-Oriented Programming in Java	4		
CS 250	Discrete Structures	3		
CS 303	Algorithms and Data Structures	3		
CS 467	Fundamentals of Machine Learning	3		
CS 460	Fundamentals of Artificial Intelligence	3		
CS 103	Introduction to Computer Science in Python	4		
	Select two Mathematics Electives from the following: MA460 Mathematics Game Theory; MA466 Introduction to Optimization; or MA489 State Techniques for Machine Learning and Big Data	6		
	Select two Computer Science Electives from the following: CS 410 Database Application Development; CS 462 Fundamentals of Natural Language Processing; CS 463 Fundamentals of Data Mining; CS 473 Fundamentals of Computer Vision; CS 475 Fundamentals of Data Visualization	6		
	Select one Computer Science/Mathematics Elective from the following: BY 210 Introduction to Genomics; CJ 483 Patterns in Crime; PH 103 Understanding the World Through Data; PH 104 Community Data Research; PH 299 Reasoning through Modeling and Simulation of Data; PH 418 Machine Learning Applications in Physics and Materials Science; PSC 400 Data, Politics, and Policy; INFO 302 Bioinformatics-I; INFO 403 Bioinformatics-II; INFO 412 Visual Analytics for Bioinformatics; BME 444 Machine Learning for Biomedical Engineering Applications; EE 250 Engineering Problem Solving I	3		
Program Options (enter total credit hours from all options below)		0		

Free Electives		8		
	Select eight credit hours from the electives not taken above or the following: CS 436 Fundamentals of Computer Security; CS 460 Fundamentals of Artificial Intelligence; IS 418 Applied Data Science for Information Systems; PUH 231 Public Health Data and Methods; PUH 23X Biostatistics; PUH 350 Intermediate Biostatistics; PUH 450 Statistical Programming and Database Analysis			
Capstone/Internship/Practicum		3		
CS/MA 499	Data Science Capstone	3		
Total Credit Hours Required for Completion:		120		

DECISION ITEM: G-7

University of Montevallo, Bachelor of Arts/Bachelor of Science in Secondary Education (CIP 13.1205)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Arts/ Bachelor of Science (BA/BS) in Secondary Education.

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 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 2028-29 through 2032-33 (five-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program and its associated options gain approval from the Alabama State Board of Education to lead to professional educator certification at the Class B level.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on licensure exam pass rates, related employment, and acceptance into related graduate studies.

The University of Montevallo (UM) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 prepare graduates for employment as secondary school teachers in subject areas with identified teacher shortages.
2. The program will repackage existing courses and resources and require minimal new funds to implement.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Montevallo proposal dated December 12, 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	University of Montevallo							
PROGRAM NAME:	Secondary Education						CIP CODE:	13.1205
SELECT LEVEL:	UNDERGRADUATE (BACHELOR'S)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
PERSONNEL SALARIES & BENEFITS								
EQUIPMENT								
FACILITIES								
ASSISTANTSHIPS/FELLOWSHIPS								
LIBRARY								
ACCREDITATION								
OTHER COSTS (Faculty Travel)								
TOTAL EXPENSES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
TUITION + FEES	\$152,508	\$353,708	\$575,028	\$826,528	\$957,308	\$1,057,908	\$1,138,388	\$5,061,376
EXTERNAL FUNDING								
REALLOCATIONS								
TOTAL REVENUES	\$152,508	\$353,708	\$575,028	\$826,528	\$957,308	\$1,057,908	\$1,138,388	\$5,061,376
ENROLLMENT PROJECTIONS								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	35	57	82	95	105	113	81.2
PART-TIME ENROLLMENT HEADCOUNT		0	0	0	0	0	0	0
TOTAL ENROLLMENT HEADCOUNT		35	57	82	95	105	113	81.2
NEW ENROLLMENT HEADCOUNT		20	22	25	28	30	30	25.8
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	0	0	15	20	22	25	20.5

Attachment 2

Summary of Background Information

Bachelor of Arts/Bachelor of Science in Secondary Education
University of Montevallo

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

Program Description: The proposed BA/BS in Secondary Education is designed to increase opportunities for initial certification at the undergraduate level. Students can choose to pursue a teaching field in English Language Arts or in Social Studies for Grades 6-12. Depending on the option chosen, completers will be eligible to earn a Class B Teaching Certificate in Secondary Education (Grades 6-12) in either English Language Arts or General Social Science.

Student Learning Outcomes: In keeping with the Alabama Administrative Code, Educator Preparation Chapter 290-3-3-.04, the proposed program will focus on the following learning objectives:

1. Prepare graduates to meet the ten Core Teaching Standards set forth by the Interstate Teacher Assessment and Support Consortium (InTASC).
2. Gain knowledge about current state legislation, current state initiatives, and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and MTSS (Multi-Tiered System of Support)/RTI (Response to Instruction) and their relationship to student achievement.
3. Recognize when assessment data show foundational gaps in content knowledge and address the lowest deficiency while simultaneously addressing the grade-level content.
4. Possess knowledge of Alabama's assessment requirements and processes including portfolios, screening, diagnostic, progress monitoring, and outcome-based.
5. Integrate Alabama's current programs and initiatives into the curricula and instructional processes.
6. Communicate with students, families, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.
7. Understand the expectations of the profession, including the Alabama Educator Code of Ethics, the NASDTEC Model Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.

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

Peer Review: The program proposal was 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 22, 2026, to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer a bachelor's degree in Secondary Education at the same CIP 13.1205: Alabama A&M University, Alabama State University, Athens State University, Auburn University, Auburn University at Montgomery, Jacksonville State University, Troy University, The University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, University of North Alabama, University of South Alabama, University of West Alabama. The proposed program is considered a core offering for a state-approved Educator Preparation Provider (EPP) and is

designed to serve students in the Birmingham Metro area in Jefferson, Shelby, Chilton, and Bibb Counties.

Relationship to Existing Coursework: The University of Montevallo currently offers the MEd in Secondary Education (CIP 13.1205), which leads to initial certification in Secondary Education teaching fields at the master's level (Alternative Class A Certificate), and the proposed program will extend the University's offerings down to the undergraduate level. The Education Professional Studies courses for the proposed program will be cross-listed with the existing MEd program. Teaching Field courses will be selected from current undergraduate courses offered by the Department of English or by the Department of Behavioral and Social Sciences, as appropriate.

Collaboration: UM has no plans for external collaborations at this time.

Programmatic Accreditation: As required by the Alabama Literacy Act, UM's College of Education and Human Development maintains accreditation through the Council for the Accreditation of Educator Preparation (CAEP). UM will notify CAEP of updates to its approved program list in its upcoming annual reporting cycle.

Professional Licensure: The proposed program is designed to lead to professional licensure through the Alabama State Board of Education, which has authorized the University to develop Educator Preparation Programs leading to Class B Professional Educator Certification in English Language Arts and General Social Studies. Approval of UM's Educator Preparation Program Checklists is required before graduates are eligible for certification.

Admissions: Students must meet all requirements for undergraduate admission to UM's Educator Certification programs.

Mode of Delivery: Education Professional Studies courses will be delivered online, and Teaching Field Courses will be delivered primarily in-person, with some offered online.

Curriculum: The proposed program is intended to be completed in eight semesters for full-time students and 12 semesters for part-time students. No more than 64 semester credit hours from another institution may be applied toward meeting UM degree requirements.

Curriculum Overview of Proposed Program	
Credit hours required in general education	52
Credit hours required in program courses & required electives	23
Credit hours in program options (concentrations/specializations/tracks)	39
Credit hours in free electives	0
Credit hours in required capstone/internship/practicum	12
Total Credit Hours Required for Completion	126

The program will include two concentrations specific to educator certification teaching fields: English Language Arts and Social Science. These concentrations are designed to meet the program checklist requirements for each teaching field as outlined in the Educator Preparation Chapter of the Alabama Administrative Code (Chapter 290-3-3).

Work-Based Learning: In keeping with CAEP standards and ALSBE Educator Preparation Program requirements, the proposed degree must include substantial work-based learning in the form of field experience, as reflected in the following program courses:

- ED 455 Instructional Strategies I: Literacy (2 credit hours): Research on and study of new and more advanced models of teaching, methods of assessment, and further integration of technology.

- ED 450 Instructional Strategies II: Models (3 credit hours): Selection of appropriate methods and materials for teaching the various disciplines. Candidates will complete 94 hours of fieldwork in a high school setting.
- EDI 440 Internship in Secondary School (9 credit hours): Full-time placement for 16 weeks of the semester at a school of grade levels 6-12.
- EDI 499 Intern Certification Preparation (3 credit hours): A capstone experience in teacher education, which includes instruction and guidance with various internship and program exit requirements.

Industry Need: The proposed program is designed to prepare graduates for employment in the following positions included on the 2024-25 Alabama Demand Occupations List: Secondary School Teachers (SOC 25-2031) and Middle School Teachers (CIP 25-2022). As evidenced by data from the Alabama Department of Labor, there is currently a high demand for highly qualified, certified secondary teachers: 11,000 openings in 2022 for Middle School Teachers; and 16,310 for Secondary School Teachers. Alabama is currently experiencing shortages in teaching positions at all levels. Critical shortages are cited at the secondary level, especially in English Language Arts, Sciences and Mathematics.

Student Demand: Approximately 30 students per year graduate from UM's undergraduate programs in English and Rhetoric and Composition, and a similar number of students complete undergraduate degrees in the Social Sciences (History, Political Science, Sociology). Results of a survey of students in related majors indicates a strong interest in teaching as a career. At the end of the 2025 Fall semester, UM administered a survey instrument to current students (n = 75) at the following levels: 41% Freshman, 15% Sophomore; 25% Junior; and 19% Senior. Results included the following: 40% responded positively to the question, "If you could change your major to Secondary Education right now, would you make the change?"; 49% responded positively to the question, "An undergraduate major in Secondary Education would make the University of Montevallo more attractive to prospective students?"; and 36% responded positively to the question, "There is a significant number of job opportunities for people with degrees in Secondary Education."

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	3	18
	Part-Time Faculty		
	Administration	2	6
	Support Staff	2	5
New to be Hired	Full-Time Faculty		
	Part-Time Faculty		
	Administration		
	Support Staff		

UM's College of Education has sufficient faculty to support the proposed program. Due to a recent retirement and a resignation, replace faculty will be hired but are already budgeted so there will be no new faculty costs for this program.

Assistantships: No assistantships will be offered for the program.

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

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

Library: Carmichael Library has adequate resources to support the proposed bachelor's degree program in Secondary Education. The library meets the needs of education students and faculty by providing access to database journal content, eBooks, and print books, with any gaps filled by interlibrary loan. UM currently offers this program at the graduate-level and the library meets the needs of these students. The database Education Full Text was recently added and enhances journal access greatly. Education faculty are encouraged to request resources in line with the undergraduate curriculum to supplement current offerings in this area of study.

Program Budget: The proposal projects that no new funds will be required to support the program over the first seven years. The program is expected to generate \$5,061,376 through tuition and fees.

Attachment 3

University of Montevallo
Bachelor of Arts/Bachelor of Science in Secondary Education

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		52		
ED 101	First-Year Experience in Education	3		
ENG 101 or 103	Composition I or Honors Composition I	3		
ENG 102 or 104	Composition II or Honors Composition II	3		
ENG 231 or 233	Global Literature I or Honors Global Literature I (ELA Option)	0-3		
ENG 232 or 234	Global Literature II or Honors Global Literature II (ELA Option)	0-3		
ENG 231 or 233 or ENG 232 or 234	Global Literature I or Honors Global Literature I or Global Literature II or Honors Global Literature II (SS Option)	0-3		
COMS 101 or 102	Foundations of Oral Communication or Honors Foundations of Oral Communication	3		
Area II: Humanities - THEA 120 or 122	Introduction to Theater or Honors Introduction to Theater (ELA Option)	0-3		
Area II: Humanities	Choose two additional courses from Approved Lists (ELA Option)	0-6		
Area II: Humanities	Choose four courses from Approved List (SS Option)	0-12		
Area III: Natural Sciences & Mathematics	Choose 1 MATH 144 or higher	3		
Area III: Natural Sciences & Mathematics	Choose 1 Lab Science from 2 Different Disciplines	8		
HIST 101 or 103	History of World Civilizations I or Honors History of Civilizations I	3		
HIST 102 or 104	History of World Civilizations II or Honors History of Civilizations II	3		
Area IV: Social and Behavioral Sciences	Choose 2 from Approved List (ELA Option)	0-6		
POS 200	American National Government (SS Option)	0-3		
SOC 101 or 102	Introductory Sociology or Honors Introductory Sociology (SS Option)	0-3		
ED 427	Tech-Based Instructional Strategies	2		
Required Program Courses		23		
EDF 375	School and Society	2		
EDF 330	Educational Psychology	2		
ED 402	Secondary Students as Learners	2		
SPED 407	Introduction to Special Education	3		
ED 436 or ED 439	Teaching English at the Secondary Level or Teaching SOSC at the Secondary Level	1	Y	
ED 455	Instructional Strategies I: Literacy (FE)	2		Y
EDF 462	Evaluation in Secondary Education	3		
ED 450	Instructional Strategies II: Models (FE)	3		Y
ED 418	Classroom Management	3		
ED 427	Technology-Based Instructional Strategies	2		
Program Options (Teaching Field)		39		
Capstone/Internship/Practicum		12		
EDI 440	Internship in Secondary School (FE)	9		Y
EDI 499	Intern Certification Preparation (FE)	3		Y
Total Credit Hours Required for Completion:		126		

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Option Name:		English Language Arts		
Course Number		Credit Hours	New? (Y)	WBL?
				(Y)
ENG 300	Introduction to the Major	3		
ENG 305	Literature in English Survey I	3		
ENG 306	Literature in English Survey II	3		
ENG 307	Literature in English Survey III	3		
ENG 405	Studies in One or Two Authors	3		
ENG 485	Senior Seminar: A Capstone Course for English Majors	3		
ENG 4XX: Genre	Choose from ENG 411, 412, 413, 414, or 419	3		
ENG 4XX: Culture or Period	Choose from ENG 423, 424, 425, 426, 427, 428, 431, 432, or 439	3		
ENG 4XX: Analysis	Choose from ENG 452 or 454	3		
ENG 4XX: Diverse Voices	Choose from ENG 471, 472, 473, 474, or 475	3		
ENG 300 or 400 Level	Elective	3		
ENG 455 or 456	Style and Editing or The Writing Process	3		
MC 200	Introduction to Mass Media Writing	3		
Credit Hours in Teaching Field Option:		39		

Option Name:		Social Science		
Course Number		Credit Hours	New? (Y)	WBL?
				(Y)
HIST 211	History of the United States I	3		
HIST 212	History of the United States II	3		
POS 250	State and Local Government	3		
POS 475	Constitutional Law	3		
EC 231	Introduction to Microeconomics	3		
EC 232	Introduction to Macroeconomics	3		
Non-US History 300 or 400 Level	Elective	3		
HIST 310 or POS 370	Introduction to Historical Study or Research Methods in Social Science	3		
HIST or SOC 300 or 400	Elective	3		
PSYC 300 or Higher	PSYC 306, 340, or 345	3		
SOC 300 or Higher	Elective	3		
PSYC 201	Foundation in Psychology	3		
Program Elective	HIST, SOC, POS, or SOSC 300 or 400 Level Elective	3		
Credit Hours in Teaching Field Option:		39		

DECISION ITEM: G-8a

Wallace Community College -- Dothan, Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004) – Conditional Approval

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Medical Laboratory Technician, contingent upon the fulfillment of the following pre-implementation conditions.

Pre-Implementation Conditions:

1. That the College will submit a revised business plan that balances annual program expenses with program revenues throughout the seven-year post-implementation period.
2. That the College will submit a sustainability plan describing how the program will cover its expenses and remain financially viable beyond the post-implementation monitoring period.

The Executive Director may act on the Commission's behalf to determine whether pre-implementation conditions have been met. Once full approval has been granted, 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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2028-29 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 2028-29 through 2033-34 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).
3. That the program will achieve, or make substantial progress toward, accreditation through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
4. That the existing AAS in Medical Assisting (CIP 51.0801) will maintain viability in keeping with the adopted graduation rates established in the Code of Alabama 16-5-8 (a)(2).

5. 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, pass rates for the national certification exam, and/or acceptance into a baccalaureate program.

Wallace Community College – Dothan (WSD) 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, 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 conditional approval is based on the following rationale:

1. The proposed program is designed to prepare graduates for entry-level employment as medical laboratory technicians, which are included on the current Alabama Demand Occupations List.
2. The proposed AAS program will support the expansion of rural healthcare programs in the state and is supported by funding from the FY 2023 state appropriation to establish Alabama Centers for Rural Healthcare Opportunities.
3. This proposal includes letters of support from local and regional institutions and healthcare facilities attesting to the need for the program and providing assurance that adequate clinical sites will be available.
4. The business plan for the proposed program indicates that it is not expected to generate sufficient funds on an annual basis to offset ongoing program costs and will be run at a loss for the final two years of the program.
5. The College has not identified a sustainable source of revenue to ensure that the program will remain financially viable beyond the post-implementation monitoring period.

Supporting Documentation:

1. New Academic Degree Program Business Plan Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace Community College – Dothan proposal, dated June 11, 2026, 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	Wallace Community College - Dothan							
PROGRAM NAME:	Medical Laboratory Technician					CIP CODE:	51.1004	
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS	\$116,746	\$233,492	\$233,492	\$233,492	\$233,492	\$233,492	\$233,492	\$1,517,698
EQUIPMENT	\$1,225,250	\$0	\$0	\$0	\$0	\$0	\$0	\$1,225,250
FACILITIES	\$500,528	\$0	\$0	\$0	\$0	\$0	\$0	\$500,528
ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ACCREDITATION	\$600	\$0	\$750	\$3,117	\$0	\$0	\$0	\$4,467
OTHER COSTS	\$80,600	\$119,604	\$119,604	\$108,600	\$55,800	\$50,000	\$50,000	\$584,208
TOTAL EXPENSES	\$1,923,724	\$353,096	\$353,846	\$345,209	\$289,292	\$283,492	\$283,492	\$3,832,151
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$88,200	\$142,800	\$126,420	\$126,420	\$131,880	\$131,880	\$131,880	\$879,480
EXTERNAL FUNDING	\$2,017,226	\$355,950	\$355,950	\$333,946	\$228,346	\$50,000	\$50,000	\$3,391,418
REALLOCATIONS								\$0
TOTAL REVENUES	\$2,105,426	\$498,750	\$482,370	\$460,366	\$360,226	\$181,880	\$181,880	\$4,270,898
ENROLLMENT PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	20	17	17	18	18	18	18.00
PART-TIME ENROLLMENT HEADCOUNT								0.00
TOTAL ENROLLMENT HEADCOUNT		20	17	17	18	18	18	18.00
NEW ENROLLMENT HEADCOUNT		10	10	10	10	10	10	10.00
DEGREE COMPLETION PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	0	7	7	8	8	8	7.60

Attachment 2
Summary of Background Information

Wallace Community College – Dothan
Associate of Applied Science in Medical Laboratory Technician

Role: The proposed program is within the instructional role for Wallace Community College – Dothan (WSD).

Program Description/Objectives: The proposed AAS in Medical Laboratory Technician (MLT) will prepare students, under the supervision of clinical laboratory scientists/medical technologists, to perform routine medical laboratory procedures and tests and to apply preset strategies to record and analyze data. The program will include instruction in general laboratory procedures and skills; laboratory mathematics; medical computer applications; interpersonal and communications skills; and the basic principles of hematology, medical microbiology, immunohematology, immunology, clinical chemistry, and urinalysis.

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

- Demonstrate knowledge in laboratory safety, hazardous communication, HIPAA, blood-borne pathogens, and Occupational Safety and Health Administration standards.
- Perform routine clinical laboratory tests in the areas of urinalysis, hematology, clinical chemistry, transfusion services, and microbiology.
- Demonstrate professional conduct and communication skills with patients, laboratory personnel, and members of the interprofessional team.
- Relate laboratory findings to common disease processes.
- Maintain ethical conduct in clinical settings.

Administration: The program will be administered by the Dean, Dr. Wendy Dubose; and the Department of Allied Health, Vincent Feggins, Chair.

Public Review: The revised program proposal was posted on the Commission website from July 22, 2026 to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following community colleges offer similar AAS programs in Medical Laboratory Technician (CIP 51.1004): Bishop State Community College, Calhoun Community College, Coastal Alabama Community College, Chattahoochee Valley Community College, Gadsden State Community College, Jefferson State Community College, Shelton State Community College, Northwest-Shoals Community College, Trenholm State Community College, and Wallace State Community College-Hanceville. Dothan serves a different geographic area than these colleges and offering the program at WSD makes it more accessible for students in the surrounding region who may face challenges in commuting or relocating to attend the program elsewhere

Relationship to Existing Offerings: The proposed MLT Program will be related to the existing AAS in Medical Assisting (CIP 51.0801), as each involves the collection of body fluids and the performance of routine laboratory procedures. The MLT program will have a dedicated laboratory space, but classroom space may be shared. While the MLT program is not anticipated to compete with or replace the Medical Assisting program, it may attract students who would otherwise pursue Medical Assisting.

Collaboration: The program will enhance current partnerships with healthcare agencies including Flowers Hospital, Southeast Health, Dale Medical Center, Medical Center Enterprise, and Medical Center Barbour. These healthcare agencies will provide clinical instruction sites, curriculum input, and specimen samples when available.

Admissions: Applicants to the program must have: a minimum GPA of 2.5 on a 4.0 scale with a grade of “C” or better; pre-requisite courses must be successfully completed with a grade of “C” or Higher; and A TEAS® score for math, reading, science, and English within three years of application.

Mode of Delivery: The program is designed to be delivered in-person at both the Wallace Campuses in Dothan and Eufaula for all core theory courses, laboratory courses, and clinical courses. Students can complete any academic course online when / if offered in this format. Clinical instruction will take place at healthcare facility partners.

Curriculum: WSD will develop 16 new courses for the program. Students may transfer in a maximum of 22 credit hours to the proposed program. Full-time students will be able to complete the program in 6 semesters. Students must demonstrate nationally recognized industry standards related to all core laboratory disciplines such as blood banking, microbiology, chemistry, and hematology. Students must meet Essential Functions for admission to the program, and during the program must demonstrate competency with the skills associated with specimen collection and analyzation. Students may earn a Medical Laboratory Assistant (MLA) 13-credit-hour short-term certificate while in the program, and curriculum for the STC has been included in Attachment 3.

Curriculum Overview of Proposed Program	
Credit hours required in general education	20
Credit hours required in program courses & required electives	40
Credit hours in program options (electives/concentrations/tracks)	0
Credit hours in free electives	0
Credit hours in required capstone/internship/practicum	8
Total Credit Hours Required for Completion	68

Work-Based Learning: In each of the four practicum courses (MLT 294, MLT 295, MLT 296, and MLT 297), students will complete an 80-hour practicum under the direct supervision of a clinical liaison, for a total of 320 program hours. The location for the practicums will include, but not be limited to, larger area hospitals and laboratories in the College’s service area. During the practicum experiences, students will apply skills acquired in the program such as specimen collection, processing, analyzing, and reporting. Additionally, students will apply principles of safety and infection control, quality assurance, and professional standards. They will perform daily operations of equipment setup and maintenance.

Specialized Accreditation: WSD intends to seek programmatic accreditation through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which reviews and accredits qualified entry-level education programs for medical laboratory technicians. This accreditation will allow graduates to obtain national certification.

Professional Certification/ Licensure: The proposed program is not considered a professional licensure program as individual Medical Laboratory Technicians do not need a state license to practice in Alabama. Clinical laboratories themselves must meet state and federal Clinical Laboratory Improvement Amendments (CLIA) standards through the Alabama Department of Public Health, and as a result, national certification is strongly preferred for entry-level employment. Once the program becomes accredited through NAACLS, graduates will be eligible to sit for the certification exam for Medical Laboratory Technicians offered by the American Society for Clinical Pathology Board of Certification (ASCP-BOC) or the American Medical Technologists (AMT) national certification examination.

Industry Need: The proposed program is designed to prepare graduates for employment as medical and clinical laboratory technologists and technicians (SOC 29-2010), an occupation which is included on the current Alabama Demand Occupations List. Medical Laboratory Technology is defined as an in-demand career field statewide and is identified by regional healthcare providers as an area with a significant shortage of qualified workers. Additionally, regional healthcare agencies have expressed an immediate need for Medical Laboratory Technologists, citing the difficulty in filling open positions. The proposal

included letters of support from the following regional healthcare providers, indicating their commitment to provide clinical placements and hire program graduates:

- Medical Center Barbour
- Dale Medical Center
- Medical Center Enterprise
- Mizell Memorial Hospital

Student Demand: WSD's existing Medical Assisting program provides evidence of student interest in working in medical laboratory settings. In Fall 2025, 86 Medical Assisting students were enrolled and 79 in Spring 2026. There are currently 138 students with Medical Assisting declared majors for the Fall 2026 semester.

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		
	Administration	2	
	Support Staff	1	
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

One full-time Medical Laboratory Technology instructor will be hired with industry experience in Medical Laboratory Sciences. The full-time instructor will carry primary responsibility for all MLT lecture and lab courses including curriculum delivery, lab supervision, equipment maintenance, and program assessment. Adjunct support may be utilized for clinical education and as enrollment growth occurs in the laboratory. Qualifications include an MS degree, certification as an ASCP-BOC generalist and as a Medical Laboratory Scientist (MLS). An additional qualification includes three years of experience teaching.

Equipment: WSD has budgeted \$1,225,250 in Year 1 to purchase new equipment for the proposed program. New equipment costs will be covered through an FY23 state appropriation earmarked for Alabama Centers for Rural Healthcare Opportunities.

Facilities: The MLT program will utilize existing classrooms for the didactic portion of the curriculum. The space to accommodate the laboratory will require renovations and will be completed as part of the Southeast Alabama Partners in Rural Healthcare Training grant. The full capital project supports multiple workforce programs across the campus. The \$500,528 in Year 1 reflects the portion of the overall capital project attributable specifically to the MLT program including the lab renovation. The renovated space will result in a dedicated laboratory designed to support the instructional needs specific to the program.

Library: No new library resources will be required for the proposed program

Accreditation and Other: Additional costs of \$584,208 are associated with program implementation over the first seven years, including marketing and student recruitment efforts, outreach to local high

schools and career centers, and promotional materials to support program awareness. Funds will also support faculty training, initial curriculum development, and industry engagement activities to ensure program alignment with healthcare agencies and workforce needs. WSD has budgeted \$4,467 for accreditation expenses.

Program Budget: The proposal projects that \$3,832,151 in new funds will be required to support the program over the first seven years. It is expected to generate \$879,480 in tuition and fees over that same period and will require \$3,391,418 in supplemental funding to cover start-up costs, most of which will come from FY23 state earmarked funding for Alabama Centers for Rural Healthcare Opportunities. For program Years 6 and 7, combined revenue from tuition/fees and external funding sources is not sufficient to cover program expenses, and it is not clear that the program will remain financially viable beyond the post-implementation period.

Attachment 3

Wallace Community College - Dothan
Associate of Applied Science in Medical Laboratory Technician

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		20		
ENG101	English Composition I	3		
	Humanities/Fine Arts Elective	3		
MTH100	Intermediate College Algebra or higher	3		
BIO103	Principles of Biology I	4		
BIO201	Human Anatomy Physiology I	4		
PSY200	General Psychology	3		
Program Courses and Required Electives		40		
MLT111	Urinalysis and Body Fluids	4	Y	
MLT121	Hematology	5	Y	
MLT131	Laboratory Techniques I	4	Y	
MLT141	MLT Microbiology I	5	Y	
MLT142	MLT Microbiology II	3	Y	
MLT151	MLT Clinical Chemistry	5	Y	
MLT181	Clinical Immunology	2	Y	
MLT191	MLT Immunochemistry	5	Y	
MLT293	MLT Clinical Seminar	2	Y	
ORI101	Orientation to College	1		
BIO202	Human Anatomy Physiology II	4		
Program Options		0		
Free Electives		0		
Capstone/Internship/Practicum		8		
MLT294	Medical Laboratory Practicum Hematology & Urinalysis	2	Y	Y
MLT295	Medical Laboratory Practicum Microbiology	2	Y	Y
MLT296	Medical Laboratory Practicum Immunochemistry	2	Y	Y
MLT297	Medical Laboratory Practicum Chemistry & Immunology	2	Y	Y
Total Credit Hours Required for AAS Completion:		68		

Medical Laboratory Assistant (MLA) Short-Term Certificate				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
EMS100	Cardiopulmonary Resuscitation I	1	N	N
MLT131	Laboratory Techniques I	4	Y	N
MLT132	Laboratory Techniques II	5	Y	N
MLT286	Clinical Laboratory Practicum for MLA	3	Y	Y
STC Total Credit Hours for Completion:		13		

DECISION ITEM: G-8b

Wallace Community College -- Selma, Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004) – Conditional Approval

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Medical Laboratory Technician, contingent upon the fulfillment of the following pre-implementation conditions.

Pre-Implementation Conditions:

1. That the College will submit a revised business plan that balances annual program expenses with program revenues throughout the seven-year post-implementation period.
2. That the College will submit a sustainability plan describing how the program will cover its expenses and remain financially viable beyond the post-implementation monitoring period.

The Executive Director may act on the Commission's behalf to determine whether pre-implementation conditions have been met. Once full approval has been granted, the program will have the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in Summer 2027. Based on Commission policy, the proposed program must be implemented by June 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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2028-29 will be at least 9.4, based on the proposal.
2. That the annual average number of graduates for the period 2028-29 through 2033-34 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).
3. That the program will achieve, or make substantial progress toward, accreditation through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
4. 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, pass rates for the national certification exam, and/or acceptance into a baccalaureate program.

Wallace Community College – Selma (WSS) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 conditional approval is based on the following rationale:

1. The proposed program is designed to prepare graduates for entry-level employment as medical laboratory technicians, which are included on the current Alabama Demand Occupations List.
2. The proposed AAS program will support the expansion of rural healthcare programs in the Black Belt Region and is supported by funding from the FY 2023 state appropriation to establish Alabama Centers for Rural Healthcare Opportunities.
3. This proposal includes letters of support from local healthcare facilities attesting to the need for the program and providing assurance that adequate clinical sites will be available.
4. The business plan for the proposed program indicates that it is not expected to generate sufficient funds on an annual basis to offset ongoing program costs and will be run at a loss for each year of the program, except Year 1.
5. The College has not identified a sustainable source of revenue to ensure that the program will remain financially viable beyond the post-implementation monitoring period.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace Community College – Selma proposal, dated June 11, 2026, 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	Wallace Community College - Selma							
PROGRAM NAME:	Medical Laboratory Technician					CIP CODE:	51.1004	
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS	\$191,254	\$191,254	\$191,254	\$191,254	\$191,254	\$191,254	\$191,254	\$1,338,778
EQUIPMENT	\$407,529							\$407,529
FACILITIES	\$500,000							\$500,000
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION	\$20,000							\$20,000
OTHER COSTS	\$18,005	\$10,505	\$18,005	\$10,505	\$18,005	\$10,505	\$18,005	\$103,535
TOTAL EXPENSES	\$1,136,788	\$201,759	\$209,259	\$201,759	\$209,259	\$201,759	\$209,259	\$2,369,842
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$167,700	\$167,700	\$167,700	\$167,700	\$167,700	\$174,408	\$181,116	\$1,194,024
EXTERNAL FUNDING	\$1,195,942							\$1,195,942
REALLOCATIONS								\$0
TOTAL REVENUES	\$1,363,642	\$167,700	\$167,700	\$167,700	\$167,700	\$174,408	\$181,116	\$2,389,966
ENROLLMENT PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	25	25	25	25	26	27	25.50
PART-TIME ENROLLMENT HEADCOUNT								0.00
TOTAL ENROLLMENT HEADCOUNT		25	25	25	25	26	27	25.50
NEW ENROLLMENT HEADCOUNT		10	9	10	9	10	9	9.50
DEGREE COMPLETION PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	8	7	8	7	8	7	7.50

Attachment 2
Summary of Background Information

Wallace Community College – Selma
Associate of Applied Science in Medical Laboratory Technician

Role: The proposed program is within the instructional role for Wallace Community College – Selma (WSS).

Program Description/Objectives: The proposed AAS in Medical Laboratory Technician (MLT) will prepare students, under the supervision of clinical laboratory scientists/medical technologists, to perform routine medical laboratory procedures and tests and to apply preset strategies to record and analyze data. The program will include instruction in general laboratory procedures and skills; laboratory mathematics; medical computer applications; interpersonal and communications skills; and the basic principles of hematology, medical microbiology, immunohematology, immunology, clinical chemistry, and urinalysis.

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

- Apply critical thinking skills in the laboratory field by recognizing specimen integrity in the delivery of patient care and evaluating clinical lab data to correlate with various disease states.
- Demonstrate technical knowledge and skills by operating laboratory equipment according to standard procedures, assessing quality assurance, and adhering to safety practices in the laboratory environment.
- Demonstrate professional communication skills by relaying lab test information and pursuing effective communication with patients and appropriate healthcare professionals.
- Demonstrate professionalism by exhibiting accountability, displaying professional conduct, modeling ethical behavior, and operating as a vital member of the medical lab team.
- Show mastery of core competencies such as specimen handling, laboratory safety, quality control, and proficiency in specific test areas such as hematology, chemistry, microbiology and urinalysis.
- Adhere to the MLT Code of Ethics, maintain patient confidentiality, follow safety protocols, and demonstrate integrity in all clinical and laboratory settings.

Administration: The program will be administered by the Dean, Dr. Tammie Briggs; and the Department of Health Science, Dr. Tracey Shannon, Chair.

Public Review: The revised program proposal was posted on the Commission website from July 22, 2026 to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following community colleges offer similar AAS programs in Medical Laboratory Technician (CIP 51.1004): Bishop State Community College, Calhoun Community College, Coastal Alabama Community College, Chattahoochee Valley Community College, Gadsden State Community College, Jefferson State Community College, Shelton State Community College, Northwest-Shoals Community College, Trenholm State Community College, and Wallace State Community College-Hanceville. In addition, Wallace Community College – Dothan has put forward a similar program for consideration on the same Commission agenda. WSS's program will serve the Black Belt region.

Relationship to Existing Offerings: The MLT program will share some general education coursework and administrative infrastructure with the existing Health Science Programs (AAS in Nursing at CIP 51.3801 and CER in LPN at CIP 51.3901). WSS is proposing to launch three new Allied Health programs at the same time (Surgical Technology, Radiology Technology, and Medical Laboratory Technician), all of which will share resources and new facilities.

Collaboration: College officials are working to secure partnerships with clinical facilities to allow students to acquire the hands-on experience needed for the program, while being paid for clinical work.

Admissions: Applicants to the program must have: a minimum GPA of 2.5 on a 4.0 scale with a grade of “C” or better; and A TEAS® score for math, reading, science, and English within three years of application. After acceptance, students must pass background and drug screens, CPR certification, a physical exam, proof of immunizations, and TB and Hepatitis tests. Admitted students must be able to perform specific physical and mental tasks with or without reasonable accommodation.

Mode of Delivery: The program is designed to be delivered in-person at the Wallace Community College - Selma main campus and the new off-campus site at Wallace Community College Rural Healthcare Training Center located in Demopolis, Alabama (more than 50% of the program). The off-site location is under construction and will be reviewed separately prior to its completion and opening in 2027.

Curriculum: WSS will develop 13 new courses for the program. Students may transfer in a maximum of 21 credit hours to the proposed program. Full-time students will be able to complete the program in 5 semesters. Students must demonstrate nationally recognized industry standards related to all core laboratory disciplines such as blood banking, microbiology, chemistry, and hematology. Students must meet Essential Functions for admission to the program, and during the program must demonstrate competency with the skills associated with specimen collection and analyzation.

Curriculum Overview of Proposed Program	
Credit hours required in general education	20
Credit hours required in program courses & required electives	34
Credit hours in program options (electives/concentrations/tracks)	0
Credit hours in free electives	0
Credit hours in required research/thesis	10
Total Credit Hours Required for Completion	64

Work-Based Learning: Students will participate in supervised clinical practicums where they will transition from classroom theory to hands on practice in a real-world medical setting: MLT 294 Medical Laboratory Practicum Hematology and Urinalysis MLT 295 Medical Laboratory Practicum Microbiology, MLT 296 Medical Laboratory Practicum Immunohematology, and MLT 297 Medical Laboratory Practicum Chemistry and Immunology. They will be supervised by certified medical laboratory technicians in hospitals located in the College’s service area (Vaughan Regional Medical Center and Bryan Whitfield Hospital) and focus on building entry-level technician skills required by accrediting bodies.

Specialized Accreditation: WSS will seek accreditation through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which reviews and accredits qualified entry-level education programs for medical laboratory technicians. This accreditation will allow graduates to obtain national certification.

Professional Certification/ Licensure: The proposed program is not considered a professional licensure program as individual Medical Laboratory Technicians do not need a state license to practice in Alabama. Clinical laboratories themselves must meet state and federal Clinical Laboratory Improvement Amendments (CLIA) standards through the Alabama Department of Public Health, and as a result, national certification is strongly preferred for entry-level employment. Once the program becomes accredited through NAACLS, graduates will be eligible to sit for the certification exam for Medical Laboratory Technicians offered by the American Society for Clinical Pathology Board of Certification (ASCP-BOC) or the American Medical Technologists (AMT) national certification examination.

Industry Need: The proposed program is designed to prepare graduates for employment as medical and clinical laboratory technologists and technicians (SOC 29-2010), an occupation which is included on the current Alabama Demand Occupations List. Medical Laboratory Technician is defined as an in-demand

career field statewide and is identified by regional healthcare providers as an area with a significant shortage of qualified workers. Additionally, regional healthcare agencies have expressed an immediate need for Medical Laboratory Technologists, citing the difficulty in filling open positions. Whitfield Regional Hospital provided a letter of support for the program and indicated that an MLT program will help address the shortage of qualified laboratory professionals by creating a local workforce pipeline for rural healthcare providers. The hospital also emphasizes that skilled laboratory technologists are essential for timely and accurate diagnosis of diseases such as cancer, diabetes, infectious diseases, and cardiovascular illness. The program will strengthen healthcare services, improve patient outcomes, support public health efforts, and provide local residents with access to high-demand careers that benefit the region's economy.

Student Demand: Student demand is supported by continued enrollment trends in related health science programs at the College including an associate degree in Nursing (ADN), Licensed Practical Nursing (LPN), and Patient Care Technician (PCT). Additionally, the PCT program participants may provide potential feeder populations for the proposed MLT program, as many of the PCT students are dual enrollment students who express interest in pursuing additional healthcare career options outside of ADN and LPN programs. Program enrollment data for Spring 2026 through Fall 2026 shows sustained interest in WSS's health science programs:

Related Health Science Programs	Spring 2026	Summer 2026	Fall 2026
Associate degree Nursing/Registered Nursing	47	26	70
Licensed Practical Nursing	67	42	61
Patient Care Technician/Patient Care Aide	36	33	67
Combined Program Enrollment	150	101	198

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		
	Administration	1	
	Support Staff		
New to be Hired	Full-Time Faculty	2	
	Part-Time Faculty		
	Administration		
	Support Staff		

To maximize student safety and maintain absolute alignment with clinical industry standards, the MLT program will hire two full-time instructors. The Demopolis Rural Healthcare Center Campus will also have an administrator designated for the programs on that campus. Applicants must have a bachelor's degree or higher in Medical Laboratory Science, Clinical Laboratory Science, or a related science field; MLS (ASCP), MT (ASCP), or MLT (ASCP) certification; and at least two years of clinical laboratory work experience.

Equipment: WSS has budgeted \$407,529 in Year 1 to purchase new equipment for the proposed program. New equipment costs will be covered through an FY23 state appropriation earmarked for Alabama Centers for Rural Healthcare Opportunities.

Facilities: The Wallace Community College Rural Healthcare Center is being constructed in Demopolis, Alabama for the purpose of providing Nursing and Allied Health Programs with the following instructional facilities: a new classroom (30 seat capacity), a state-of-the-art MLT lab room with all new equipment, and laboratory workstations for 14 students. The theory content of the course will be taught in the classroom. The laboratory workstations will be equipped with, but not limited to, the following equipment: microscopes, CBC Analyzer, Urinalysis Analyzer, incubator, spectrophotometry and manual counting tools and biological safety cabinet. Of the overall facilities costs for the Demopolis Rural Healthcare Center, \$500,000 is associated with the delivery of the proposed MLT program and will be covered through the state earmarked funding for Alabama Centers for Rural Healthcare Opportunities.

Library: No new library resources will be required for the proposed program.

Accreditation and Other: The College has budgeted \$103,535 over the first seven years for marketing and recruitment. WSS has budgeted \$20,000 for accreditation expenses.

Program Budget: The proposal projects that \$2,369,842 in new funds will be required to support the program in the first seven years. It is expected to generate \$1,194,024 in tuition and fees over that same period and will require \$1,195,942 in supplemental start-up funding. For program Years 2 through 7, combined revenue from tuition/fees and external funding sources is not sufficient to cover program expenses, and it is not clear that the program will remain financially viable beyond the post-implementation period without a sustainable revenue stream.

Attachment 3

Wallace Community College - Selma
Associate of Applied Science in Medical Laboratory Technician

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		20		
ENG101	English Composition I	3		
	Humanities/Fine Arts Elective	3		
BIO201	Human Anatomy Physiology I	3		
BIO202	Human Anatomy Physiology II	4		
MTH 116	Mathematical Applications	4		
PSY200	General Psychology	3		
Program Courses and Required Electives		34		
MLT111	Urinalysis and Body Fluids	4	Y	
MLT121	Hematology	5	Y	
MLT131	Laboratory Techniques I	4	Y	
MLT141	MLT Microbiology I	5	Y	
MLT142	MLT Microbiology II	3	Y	
MLT151	MLT Clinical Chemistry	5	Y	
MLT181	Clinical Immunology	2	Y	
MLT191	MLT Immunohematology	5	Y	
ORI101	Orientation to College	1		
Program Options (enter total credit hours from all options below)		0		
Free Electives		0		
Capstone/Internship/Practicum		10		
MLT293	MLT Clinical Seminar	2	Y	
MLT294	Medical Laboratory Practicum Hematology & Urinalysis	2	Y	Y
MLT295	Medical Laboratory Practicum Microbiology	2	Y	Y
MLT296	Medical Laboratory Practicum Immunohematology	2	Y	Y
MLT297	Medical Laboratory Practicum Chemistry & Immunology	2	Y	Y
Total Credit Hours Required for Completion:		64		

DECISION ITEM: G-8c

Wallace Community College - Selma, Associate of Applied Science in Surgical Technology (CIP 51.0909) – Conditional Approval

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Surgical Technology, contingent upon the fulfillment of the following pre-implementation conditions.

Pre-Implementation Conditions:

1. That the College will submit a revised business plan that balances annual program expenses with program revenues throughout the seven-year post-implementation period.
2. That the College will submit a sustainability plan describing how the program will cover its expenses and remain financially viable beyond the post-implementation monitoring period.

The Executive Director may act on the Commission's behalf to determine whether pre-implementation conditions have been met. Once full approval has been granted, the program will have the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented Summer 2027. Based on Commission policy, the proposed program must be implemented by June 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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2028-29 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 2028-29 through 2033-34 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program will achieve, or make substantial progress toward, accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives

and assessment measures stated in the proposal, including data on national certification, related employment, and/or acceptance into a baccalaureate program.

Wallace Community College - Selma (WSS) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 AAS in Surgical Technology is designed to prepare graduates for employment as Surgical Technologists, included on the current Alabama Demand Occupations List.
2. The proposed program will support the expansion of rural healthcare programs in the Black Belt Region and is supported by funding from the FY 2023 state appropriation to establish Alabama Centers for Rural Healthcare Opportunities.
3. This proposal includes letters of support from local healthcare facilities attesting to the need for the program and providing assurance that adequate clinical sites will be available.
4. The business plan for the proposed program indicates that it is not expected to generate sufficient funds on an annual basis to offset ongoing program costs and will be run at a loss for each year of the program, except Year 1.
5. The College has not identified a sustainable source of revenue to ensure that the program will remain financially viable beyond the post-implementation monitoring period.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.

4. Wallace Community College - Selma proposal, dated June 11, 2026. 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	Wallace Community College - Selma							
PROGRAM NAME:	Surgical Technology						CIP CODE:	51.0909
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS	\$191,254	\$191,254	\$191,254	\$191,254	\$191,254	\$191,254	\$191,254	\$1,338,778
EQUIPMENT	\$96,500							\$96,500
FACILITIES	\$200,645							\$200,645
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION	\$20,000							\$20,000
OTHER COSTS	\$58,005							\$58,005
TOTAL EXPENSES	\$566,404	\$191,254	\$191,254	\$191,254	\$191,254	\$191,254	\$191,254	\$1,713,928
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$167,700	\$167,700	\$167,700	\$167,700	\$167,700	\$167,700	\$167,700	\$1,173,900
EXTERNAL FUNDING	\$584,737							\$584,737
REALLOCATIONS								\$0
TOTAL REVENUES	\$752,437	\$167,700	\$167,700	\$167,700	\$167,700	\$167,700	\$167,700	\$1,758,637
ENROLLMENT PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	25	25	25	25	25	25	25.00
PART-TIME ENROLLMENT HEADCOUNT								0.00
TOTAL ENROLLMENT HEADCOUNT		25	25	25	25	25	25	25.00
NEW ENROLLMENT HEADCOUNT		10	9	10	9	10	9	9.50
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead “0”s and Lead 0 years in computing the average annual degree completions.								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	8	7	8	7	8	7	7.50

Attachment 2
Summary of Background Information

Wallace Community College - Selma
Associate of Applied Science in Surgical Technology

Role: The proposed program is within the instructional role for Wallace Community College - Selma (WSS).

Program Description: The proposed AAS in Surgical Technology is designed to prepare graduates for immediate entry-level employment as surgical technologists in hospitals, ambulatory surgery centers, and other surgical healthcare settings. The curriculum will combine rigorous academic prerequisites, specialized surgical and medical coursework, laboratory instruction, and supervised clinical experiences that provide hands-on training in sterile technique, surgical instrumentation, patient preparation, and intraoperative procedures. Upon completion of the program, graduates will be eligible to sit for the national certification examination for surgical technologists, positioning them for entry into a high-demand healthcare profession that addresses critical workforce needs in Alabama.

Student Learning Outcomes: Learning outcomes for graduates of the program include the following abilities:

1. Apply comprehensive knowledge of human anatomy, physiology, and pathophysiology.
2. Demonstrate entry-level academic mastery required to successfully pass the Certified Surgical Technologist National Exam.
3. Assemble and arrange complex surgical instruments, equipment, and medical supplies tailored to specific operative procedures.
4. Perform surgical scrubs, gowning, and gloving, and maintain a strict sterile field while instantly correcting any breaks in technique.
5. Exhibit proficiency in standard First Scrub Duties.
6. Perform rigorous, error-free counts of sponges, needles, and instruments with the circulating nurse before and during wound closure.
7. Adhere strictly to HIPAA guidelines, hospital policies, and the designated professional scope of practice.

Administration: The program will be administered by Dr. Tammie Briggs, Dean; and the Department of Health Sciences, Dr. Tracey Shannon, Chair.

Public Review: The program was posted on the Commission website from July 22, 2026 to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer accredited associate programs in Surgical Technology at the same CIP 51.0909: Coastal Alabama Community College, Calhoun Community College, Gadsden State Community College, Southern Union State Community College, and Wallace Community College – Dothan.

Relationship to Existing Coursework: The Surgical Technology program will share some general education coursework and administrative infrastructure with the existing Health Science Programs (AAS in Nursing at CIP 51.3801 and CER in LPN at CIP 51.3901). WSS is proposing to launch three new Allied Health programs at the same time (Surgical Technology, Radiology Technology, and Medical Laboratory Technician), all of which will share resources and new facilities.

Collaboration: College officials are working to secure partnerships with clinical facilities to allow students to acquire the hands-on experience needed for the program, while being paid for clinical work.

Programmatic Accreditation: Updated accreditation guidelines from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) require that Surgical Technology programs be delivered at the associate level or higher. WSS anticipates the accreditation process will run from August 2027 through December 2028.

Professional Certification/Licensure: The proposed program is not considered a professional licensure program as Surgical Technicians do not need a state license to practice in Alabama. Graduates of the proposed program will be eligible to sit for the national certification examination for surgical technologists, such as the Certified Surgical Technologist (CST) examination administered by the National Board of Surgical Technology and Surgical Assisting. While certification may be required by an employer, the State of Alabama does not require registration, certification, or licensure of surgical technologists.

Admissions: Applicants must successfully complete the TEAS standardized entrance exam, have a minimum 2.5 GPA, and be able to perform specific physical and mental tasks with or without reasonable accommodation. Upon acceptance, students must pass background and drug screens, CPR certification, a physical exam, and show proof of required immunizations.

Mode of Delivery: The Program will be delivered in-person at the Wallace Community College - Selma main campus and the new off-campus site, the Wallace Community College Rural Healthcare Training Center located in Demopolis, Alabama (construction will be complete in 2027).

Curriculum: Students may transfer in a maximum of 31 credit hours to the proposed program. Full-time students will be able to complete the program in 5 semesters.

Curriculum Overview of Proposed Program	
Credit hours required in general education	21
Credit hours required in program courses & required electives	36
Credit hours in program options (concentrations/specializations/tracks)	0
Credit hours in free electives	0
Credit hours in required capstone/internship/practicum	13
Total Credit Hours Required for Completion	70

The program is specifically designed to provide the academic instruction, laboratory training, and supervised clinical experiences necessary to prepare students for immediate workforce entry in hospitals, ambulatory surgery centers, and other surgical healthcare settings. While certification requirements may vary by employer, many healthcare organizations prefer or require national certification as a condition of employment or within a specified timeframe after hiring. Therefore, no additional academic degree or formal training beyond completion of the proposed program is required; however, successful certification enhances employability and aligns graduates with industry expectations for entry-level practice

Work-Based Learning: The students' clinical experiences will be acquired through partnerships with hospitals in the service area including Vaughan Regional Medical Center and Bryan Whitfield Hospital. Laboratory instruction will be provided on the campus of Wallace Community College -- Selma and the Demopolis classroom and laboratory site. Laboratory instruction will be provided by WSS faculty. During clinical experiences, students will be following certified scrub techs in the facilities providing the clinical experiences in the following courses:

- SUR 104 Surgical Practicum I - Students primarily observe procedures and begin performing as a second scrub on basic or minor cases (120 clinical hours).
- SUR 105 Surgical Practicum II - student transitions into the first scrub role for minor surgeries and begins scrubbing into more complex, major surgical cases (150 clinical hours).
- SUR 204 Surgical Practicum III - Students act primarily in the first scrub position across a wider variety of core surgical specialties such as general, orthopedic, and gynecological surgeries (120 clinical hours).

- SUR 205 Surgical Practicum IV - The final capstone practicum designed to refine clinical skills to a level expected on entry into practice for the professional graduate (180 clinical hours). This course will heavily support the final accumulation of the mandatory 120 clinical scrub cases required for national program graduation.

Industry Need: The proposed program is designed to prepare graduates for employment as Surgical Technologists (SOC 29-2055, included on the current Alabama Demand Occupations List); Surgical Assistants (SOC 29-9093); and Medical Equipment Preparers (SOC 31-9093, included on the current Alabama Demand Occupations List). According to the Alabama Department of Workforce Labor Market Information Division, there are roughly 160 projected annual openings for surgical technologists statewide. This steady demand translates to a projected job growth rate of 5% to 7% through the mid-2030s, aligning closely with the national averages. The college is applying for this program in response to documented industry demand and to fulfill the deliverables of the grant awarded to support the development and implementation of a new Surgical Technology program. In addition, the proposal included letters of support from the following local healthcare partners: Whitfield Regional Hospital, Demopolis, AL, and Vaughan Regional Medical Center, Selma, AL.

Student Demand: Approximately 50% of the college's current enrollment consists of dual enrollment students, many of whom have expressed significant interest in pursuing healthcare-related careers but are seeking alternatives to the traditional nursing track. The addition of a Surgical Technologist program will provide an attractive pathway for these students to enter the healthcare workforce through a high-demand allied health profession that offers strong employment outcomes and competitive wages. Further strengthening projected enrollment demand is the strategic location of the proposed program on the college's campus situated in close proximity to the region's new healthcare-focused high school, which is expected to enroll approximately 400 students. This emerging educational pipeline creates a natural recruitment opportunity for students already exploring healthcare career pathways at the secondary level and seeking seamless transition into postsecondary training.

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		
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	2	
	Part-Time Faculty		
	Administration		
	Support Staff		

The College will hire two full-time faculty members dedicated to program instruction, clinical oversight, student support, curriculum management, and program administration. This staffing model aligns with the specialized instructional demands of radiologic technology education, which requires consistent faculty engagement across didactic instruction, laboratory experiences, and supervised clinical learning environments. This staffing approach will provide sufficient faculty resources for initial implementation while allowing the flexibility necessary to support continuous program evaluation, student achievement monitoring, accreditation compliance, and future program growth. Candidates must have a minimum of a bachelor's degree, current CST national certification, and 3-5 years of significant recent clinical experience in surgical services.

Equipment: The College has proposed \$96,500 in Year 1 to purchase the special equipment necessary to support instruction and laboratory training for the proposed program. This includes the cost for items such as the simulators, operating room table, manikins, emergency equipment, and anesthesia machine. The College plans to pay for this equipment with state grant funds that it was awarded through the Alabama Centers for Rural Healthcare Opportunities.

Facilities: The Wallace Community College Rural Healthcare Center is being constructed in Demopolis, Alabama for the purpose of supporting Nursing and Allied Health Programs at WSS. Of the overall facilities costs for the Demopolis Rural Healthcare Center, \$200,645 is associated with the delivery of the proposed Surgical Technology program and will be covered through the state earmarked funding for Alabama Centers for Rural Healthcare Opportunities.

Library: No new library purchases are anticipated.

Accreditation: The College has budgeted \$20,000 in Year 1 for accreditation-related expenses.

Other: Other expenses of \$58,005 are intended to cover professional development and travel expenses for the faculty, materials and supplies such as eyewear, and maintenance and repair cost to upkeep equipment.

Program Budget: The proposal projects that \$1,713,928 in new funds will be required to support the Surgical Technology program over the first seven years. The program is expected to generate \$1,173,900 in tuition/fees over the same period. The College was awarded nearly \$2 million through the Alabama Centers for Rural Healthcare Opportunity Grant. Of this amount, \$584,737 will cover start-up costs for the Surgical Technology program. For program Years 2 through 7, combined revenue from tuition/fees and external funding sources is not sufficient to cover annual program expenses, and it is not clear that the program will remain financially viable beyond the post-implementation period without a sustainable revenue stream.

Attachment 3

Wallace Community College - Selma
Associate of Applied Science in Surgical Technology

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		21		
ENG 101	English Composition 1	3		
SPH 106 or SPH 107	Oral Communication or Public Speaking	3		
MTH 100	Intermediate College Algebra	4		
BIO 201	Human Anatomy and Physiology I	4		
BIO 202	Human Anatomy and Physiology II	4		
PSY 200	Psychology	3		
Program Courses and Required Electives		36		
HPS 105	Medical Terminology	3	Y	
SUR 100	Principles of Surgical Technology	5	Y	
SUR 101	Intro to Surgical Technology	3	Y	
SUR 102	Applied Surgical Techniques	2	Y	
SUR 103	Surgical Procedures I	5	Y	
SUR 106	Role Transition in Surgical Technology	1	Y	
SUR 107	Surgical Anatomy and Pathophysiology	3	Y	
SUR 109	Intro to Surgical Equipment, Instrumentation, and Supplies	2	Y	
SUR 111	Clinical Procedures	5	Y	
SUR 203	Surgical Procedures III	1	Y	
BIO 220	General Microbiology	4		
ORI 101	Orientation to College	2		
Program Options (enter total credit hours from all options below)		0		
Free Electives		0		
Capstone/Internship/Practicum		18		
SUR 104	Surgical Practicum I	4	Y	Y
SUR 105	Surgical Practicum II	5	Y	Y
SUR 204	Surgical Practicum III	4	Y	Y
SUR 205	Surgical Practicum IV	5	Y	Y
Total Credit Hours Required for Completion:		75		

DECISION ITEM: G-8d

Wallace Community College - Selma, Associate of Applied Science in Radiologic Technology (CIP 51.0911) – Conditional Approval

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Radiologic Technology, contingent upon the fulfillment of the following pre-implementation conditions.

Pre-Implementation Conditions:

1. That the College will submit a revised business plan that balances annual program expenses with program revenues throughout the seven-year post-implementation period.
2. That the College will submit a sustainability plan describing how the program will cover its expenses and remain financially viable beyond the post-implementation monitoring period.

The Executive Director may act on the Commission's behalf to determine whether pre-implementation conditions have been met. Once full approval has been granted, the program will have the implementation date and post-implementation conditions listed below.

Implementation Date: The proposed program will be implemented in Summer 2027. Based on Commission policy, the proposed program must be implemented by June 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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2028-29 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 2028-29 through 2033-34 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).
3. That the program will achieve, or make substantial progress toward, accreditation through the Joint Review Committee on Education in Radiographic Technology (JRCERT).
4. 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, pass rates for the national

certification exam, and/or acceptance into a baccalaureate program.

Wallace Community College - Selma (WSS) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 AAS in Radiologic Technology is designed to prepare graduates for entry-level employment as radiologic technologists and technicians, which are included on the current Alabama Demand Occupations List.
2. The proposed program will support the expansion of rural healthcare programs in the Black Belt Region and is supported by funding from the FY 2023 state appropriation to establish Alabama Centers for Rural Healthcare Opportunities.
3. This proposal includes letters of support from local healthcare facilities attesting to the need for the program and providing assurance that adequate clinical sites will be available.
4. The business plan for the proposed program indicates that it is not expected to generate sufficient funds on an annual basis to offset ongoing program costs and will be run at a loss for each year of the program, except Year 1.
5. The College has not identified a sustainable source of revenue to ensure that the program will remain financially viable beyond the post-implementation monitoring period.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.

4. Wallace Community College - Selma proposal dated June 11, 2026, 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	Wallace Community College - Selma							
PROGRAM NAME:	Radiologic Technology						CIP CODE:	51.0911
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS	\$209,587	\$209,587	\$209,587	\$209,587	\$209,587	\$209,587	\$209,587	\$1,467,109
EQUIPMENT	\$448,350							\$448,350
FACILITIES	\$500,000							\$500,000
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION	\$20,000							\$20,000
OTHER COSTS	\$28,005	\$11,005	\$18,341	\$11,005	\$21,005	\$11,005	\$18,341	\$118,707
TOTAL EXPENSES	\$1,205,942	\$220,592	\$227,928	\$220,592	\$230,592	\$220,592	\$227,928	\$2,554,166
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$192,984	\$192,984	\$192,984	\$192,984	\$192,984	\$192,984	\$192,984	\$1,350,888
EXTERNAL FUNDING	\$1,205,942							\$1,205,942
REALLOCATIONS								\$0
TOTAL REVENUES	\$1,398,926	\$192,984	\$192,984	\$192,984	\$192,984	\$192,984	\$192,984	\$2,556,830
ENROLLMENT PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	22	22	22	22	22	22	22.00
PART-TIME ENROLLMENT HEADCOUNT								0.00
TOTAL ENROLLMENT HEADCOUNT		22	22	22	22	22	22	22.00
NEW ENROLLMENT HEADCOUNT		10	9	10	9	10	9	9.50
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead “0”s and Lead 0 years in computing the average annual degree completions.								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	8	7	8	7	8	7	7.50

Attachment 2
Summary of Background Information

Wallace Community College - Selma
Associate of Applied Science in Radiologic Technology

Role: The proposed program is within the instructional role for Wallace Community College - Selma (WSS).

Program Description: The proposed AAS in Radiologic Technology (RT) will prepare students to become radiologic technologists who perform diagnostic medical exams using X-rays to create images of specific parts of the body. Radiographic images are used by physicians to diagnose and monitor disease. Radiologic technologists may specialize in areas such as bone densitometry, cardiac-interventional radiography, computed tomography (CT), magnetic resonance imaging (MRI), and mammography. The college is applying for this program in response to industry demand and to comply with the deliverables of the grant that it was awarded to develop and implement a new Radiologic Technology program.

Student Learning Outcomes: Learning outcomes for graduates of the program include the following abilities:

1. Accurately position patients for routine and non-routine radiologic procedures.
2. Select appropriate technical factors to produce high-quality diagnostic images.
3. Evaluate images for diagnostic quality, including positioning, anatomy, and technical factors.
4. Perform as entry level technologists in hospitals, imaging centers, and clinical.
5. Apply radiation protection principles to patients themselves, and others, complying with ALARA standards.
6. Demonstrate patient care skills, including compassion, assessment of patient needs and proper immobilization techniques.
7. Demonstrate verbal and written communication skills suitable for healthcare environment, including interacting with patients and medical staff.

Administration: The program will be administered by Dr. Tammie Briggs, Dean; and the Department of Health Sciences, Dr. Tracey Shannon, Chair.

Public Review: The program was posted on the Commission website from July 22, 2026 to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following community colleges offer similar AAS programs in Radiology Technology: Calhoun Community College, Gadsden State Community College, Jefferson State Community College, Lawson State Community College, Northwest-Shoals Community College, Southern Union Community College, Trenholm State Community College, Wallace Community College - Dothan, Wallace State Community College - Hanceville. Coastal Alabama Community College was approved for a program June 12, 2026. As the RT curriculum includes 18-26 weekly contact hours of on-campus classroom, laboratory and clinical experiences, proximity to the program is an accessibility factor for students juggling school, job, and family responsibilities.

Relationship to Existing Coursework: The Radiologic Technology program will share some general education coursework and administrative infrastructure with the existing Health Science Programs (AAS in Nursing at CIP 51.3801 and CER in LPN at CIP 51.3901). WSS is proposing to launch three new Allied

Health programs at the same time (Surgical Technology, Radiology Technology, and Medical Laboratory Technician), all of which will share resources and new facilities.

Collaboration: The College has engaged local acute care hospitals and urgent care centers to serve as clinical education sites for Radiologic Technology students. These industry partners will provide supervised clinical placements that support program learning outcomes and offer workforce support by facilitating graduate employment opportunities. These partnerships will strengthen the program's alignment with regional workforce needs and support student transition from education to employment.

Programmatic Accreditation: The proposed program will seek accreditation from the Joint Review Committee on Education in Radiographic Technology (JRCERT). Once accreditation is achieved, graduates will be eligible to sit for the American Registry of Radiologic Technologists (ARRT) national certification exam.

Professional Certification/Licensure: The program is considered a professional licensure program outside Alabama. While radiologic technologists are not licensed in the state of Alabama, 75% of states have licensing laws covering the practice of radiologic technology and most use ARRT exam scores and/or credentials when making licensing decisions. Graduates of the RT program will be prepared and encouraged to sit for the American Registry of Radiologic Technologists (ARRT) national certification exam. In addition to the AAS degree, holding the credential as a Registered Radiologic Technologist, RT(R), acknowledges expertise in safely and effectively creating medical images using X-ray technology.

Admissions: Students must meet the admission requirements of the College including the following: successfully complete entrance exams; must be a minimum of 18 years of age; must have a minimum 2.5 GPA.

Mode of Delivery: Course content will be delivered in-person at the new Rural Healthcare Center site in Demopolis, Alabama. Clinical and practicum experiences will take place in approved healthcare settings that provide the appropriate radiologic technology training experiences. Students will be required to demonstrate specific competencies and clinical skills at designated points in the curriculum and will receive competency-based assessments that will be a certain percentage of the student's overall grade.

Curriculum: Full-time students will be able to complete the program in five semesters and part-time students in eight semesters.

Curriculum Overview of Proposed Program	
Credit hours required in general education	20
Credit hours required in program courses & required electives	52
Credit hours in program options (concentrations/specializations/tracks)	0
Credit hours in free electives	0
Credit hours in required capstone/internship/practicum	0
Total Credit Hours Required for Completion	72

The program is designed to ensure that all required didactic, laboratory, and clinical competencies are met, enabling graduates to transition directly into the workforce in hospitals, clinics, and other healthcare settings. While additional specialization or advanced certifications (e.g., CT, MRI) are optional for career advancement, they are not required for initial entry-level employment within the selected SOC occupations.

Work-Based Learning: Satisfactory completion of the program will include 1200 to 1800 clinical hours and verification of the American Registry of Radiologic Technologists' required competencies for imaging procedures. The clinical rotations will be completed in local hospitals under the direct supervision of a qualified radiographer. Students will validate mastery in standard imaging routines to include chest x-rays, mobile trauma scenarios, surgical C-arm procedures, and major orthopedic segments; and validate proficiency in pediatric positioning, fluoroscopy exams and specialized skull/sinus work, CPR, sterile techniques, vital sign tracking, and patient transport.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations included on the current Alabama Demand Occupations List: Radiologic Technologists and Technicians (SOC 29-2034); Cardiovascular Technologists and Technicians (SOC 29-2031); and Diagnostic Medical Sonographers (SOC 29-2032). According to the Alabama Demand Occupations list, radiologic technologists and technicians are recognized as an in-demand occupation with sustained employment and openings across the state and workforce regions, reflecting ongoing workforce demand for trained imaging professionals. National and state analyses also show that employment for radiologic technologists and related healthcare imaging professionals is expected to continue trending upward as healthcare services expand, particularly driven by factors such as an aging population and the increasing use of diagnostic imaging in medical care. By preparing students for entry into radiologic technology careers and certification eligibility, the program addresses a documented workforce need for skilled imaging professionals in diverse clinical settings throughout Alabama. This alignment with the state's in-demand occupations underscores the program's role in supporting regional healthcare systems and improving access to qualified radiologic technologists across urban and rural communities.

Student Demand: Approximately 50% of the college's current enrollment consists of dual enrollment students, many of whom have expressed significant interest in pursuing healthcare-related careers but are seeking alternatives to the traditional nursing track. The addition of an RT program will provide an attractive pathway for these students to enter the healthcare workforce. Further strengthening projected enrollment demand is the strategic location of the proposed program on the college's campus situated in close proximity to the region's new healthcare-focused high school, which is expected to enroll approximately 400 students. This emerging educational pipeline will create a natural recruitment opportunity for students already exploring career pathways in healthcare at the secondary level and seeking seamless transition into postsecondary training. Additionally, the college anticipates a strong recruitment advantage through its existing dual enrollment population, as many prospective students will likely complete general education and academic prerequisite coursework prior to high school graduation. This accelerated pathway will reduce time to degree completion, lower overall educational costs for students, and improve program accessibility and completion rates. Collectively, these factors position the proposed program for sustainable enrollment growth while meeting both student interest and regional workforce needs in diagnostic imaging and allied health.

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		
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	2	
	Part-Time Faculty		
	Administration		
	Support Staff		

WSS plans to hire a full-time Program Director and a Fieldwork (Clinical) Coordinator, both of whom will serve as faculty members. These positions are required by JRCERT and are essential to ensuring compliance with accreditation standards, effective curriculum delivery, clinical coordination, student assessment, and continuous program evaluation. This staffing model is sufficient to support instructional effectiveness, clinical education oversight, accreditation compliance, and sustained program quality as the program is implemented and grows.

Equipment: The College has proposed \$448,350 to purchase the special equipment necessary to support instruction and laboratory training for the proposed program and have been fully secured through grant funding. This includes digital radiography (X-ray) systems for the on-campus radiology laboratories, as well as manikins and low-fidelity simulation equipment to support student practice of radiographic procedures in a controlled lab environment. This equipment is essential to providing hands-on instructional experiences that align with program learning outcomes, clinical competencies, and accreditation standards, while ensuring students are adequately prepared for clinical education and entry-level practice.

Facilities: Wallace-Selma has budgeted \$500,000 to cover some of the cost of the construction of the new building to house healthcare programs in Marengo County and plans to utilize the grant funding that it was awarded to cover this cost.

Library: No new library purchases are anticipated.

Accreditation and Other: The College has budgeted \$20,000 in Year 1 for accreditation-related expenses. These initial costs have been secured through grant funding. WSS has also included \$118,707 to cover the following: maintenance contracts for radiology equipment; equipment repairs; purchase of PPE for students and faculty including face shields, gowns, and radiation shields; and professional development and travel for instructors and staff.

Program Budget: The proposal projects that \$2,554,166 in new funds will be required to support the AAS program over the first seven years. The program is expected to generate \$1,350,888 in tuition. The College was awarded nearly \$2 million through the Alabama Centers for Rural Healthcare Opportunity Grant. Of this amount, \$1,205,942 will cover start-up costs for the Surgical Technology program. For program Years 2 through 7, combined revenue from tuition/fees and external funding sources is not sufficient to cover annual program expenses, and it is not clear that the program will remain financially viable beyond the post-implementation period without a sustainable revenue stream.

Attachment 3

Wallace Community College - Selma
Associate of Applied Science in Radiologic Technology

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		20		
ENG 101	English Composition I	3		
SPH 106 or SPH 107	Oral Communication or Public Speaking	3		
BIO 201	Human Anatomy and Physiology I	4		
BIO 202	Human Anatomy and Physiology II	4		
MTH 100	Intermediate College Algebra (or higher level)	3		
PSY 200	General Psychology	3		
Program Courses and Required Electives		52		
RAD 111	Introduction to Radiography	2	Y	
RAD 112	Radiography Procedures	4	Y	
RAD 113	Patient Care	2	Y	
RAD 114	Clinical Education I	2	Y	Y
RAD 122	Radiographic Procedures II	4	Y	
RAD 124	Clinical Education II	5	Y	Y
RAD 125	Imaging Equipment	3	Y	
RAD 134	Clinical Education III	5	Y	Y
RAD 135	Exposure Principles	3	Y	
RAD 136	Radiation Protection and Biology	2	Y	
RAD 212	Image Evaluation and Pathology	2	Y	
RAD 214	Clinical Education IV	8	Y	Y
RAD 224	Clinical Education V	8	Y	Y
RAD 227	Review Seminar	2	Y	
Program Options (enter total credit hours from all options below)		0		
Free Electives		0		
Capstone/Internship/Practicum		0		
Total Credit Hours Required for Completion:		72		

DECISION ITEM: G-9

Central Alabama Community College, Associate of Applied
Science in Child Development (CIP 19.0708)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Child Development.

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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2028-29 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 2028-29 through 2033-34 (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 professional certification rates, related employment, and/or acceptance into a baccalaureate program.

Central Alabama Community College (CEN) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 Child Development program will support a critical workforce need in Alabama by preparing graduates for employment in early childhood education and childcare settings.
2. The program builds on the College's successful short-term certificate program and is designed around early childhood program standards set by the National Association for the Education of Young Children (NAEYC).
3. The program will fulfill educational requirements for graduates to earn the nationally recognized Child Development Associate (CDA) professional certification.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Central Alabama Community College proposal dated June 10, 2026, 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

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION:	Central Alabama Community College							
PROGRAM NAME:	Child Development						CIP CODE:	19.0708
SELECT LEVEL:	Associate of Applied Science							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
FACULTY	\$118,359	\$120,453	\$122,590	\$124,769	\$126,992	\$129,260	\$131,572	\$873,995
ADMINISTRATION/STAFF								\$0
EQUIPMENT								\$0
FACILITIES								\$0
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION AND OTHER COSTS								\$0
TOTAL EXPENSES	\$118,359	\$120,453	\$122,590	\$124,769	\$126,992	\$129,260	\$131,572	\$873,995
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
REALLOCATIONS	\$43,287	\$21,093						\$64,380
EXTERNAL FUNDING								\$0
TUITION + FEES	\$75,072	\$99,360	\$123,648	\$143,520	\$158,976	\$174,432	\$174,432	\$949,440
TOTAL REVENUES	\$118,359	\$120,453	\$123,648	\$143,520	\$158,976	\$174,432	\$174,432	\$1,013,820
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	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	8	8	9	9	9	9	8.67
PART-TIME ENROLLMENT HEADCOUNT		8	10	10	10	10	10	9.67
TOTAL ENROLLMENT HEADCOUNT		16	18	19	19	19	19	18.33
NEW ENROLLMENT HEADCOUNT		7	10	10	10	10	10	9.50
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	4	7	8	8	9	9	7.50

Attachment 2
Summary of Background Information

Central Alabama Community College
Associate of Applied Science in Child Development

Role: The proposed program is within the instructional role for Central Alabama Community College (CEN).

Program Description: The proposed AAS in Child Development degree will focus on understanding how children grow and change physically, cognitively, emotionally, and socially from infancy through adolescence. Students will learn about developmental theories, family dynamics, early childhood education, and the impact of environment and culture on development. The program will include hands-on experience through internships or practicums in settings like schools, childcare centers, or community organizations. Graduates will be prepared for careers in education, childcare, social services, or counseling, and may also pursue advanced study in fields such as psychology, education, or human development.

Student Learning Outcomes: The proposed AAS will focus on the following learning objectives, which align with the Early Learning Program Standards set by the National Association for the Education of Young Children (NAEYC):

1. Promote child development and learning.
2. Understand how to build family and community relationships.
3. Use observation, documentation and assessment to support young children and families.
4. Use developmentally effective teaching and learning approaches.
5. Use content knowledge to build meaningful curriculum.
6. Identify and conduct themselves as members of the early childhood profession.

Administration: The program will be administered by the Dean, Michael Barnette; and the Applied Technology Division, Dr. Robert Davis, Chair.

Public Review: The revised program proposal was posted on the Commission website from July 22, 2026, to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: Eighteen ACCS institutions offer similar programs at the same CIP 19.0708, including the following institutions whose service areas have some overlap with Central Alabama Community College's service area: Southern Union State Community College and Trenholm State Community College. The proposed program is designed to meet localized workforce and student demand by providing accessible instruction within the college's established service area. As such, the program complements existing statewide offerings rather than creating unnecessary duplication.

Relationship to Existing Coursework: The proposed program is directly associated with the institution's existing Short-Term Certificate in Child Development (CIP 19.0708) and related coursework. The certificate provides foundational instruction in early childhood education and serves as an entry point for students seeking initial credentials in the field. The proposed degree will build upon this existing offering by expanding academic depth, broadening career preparation, and creating a structured pathway for certificate completers to advance toward a degree. Shared coursework, faculty expertise, instructional facilities, and student support services will be utilized to support efficient program delivery. The STC and AAS are designed to function as complementary credentials within a coherent academic pathway, allowing students to enter the workforce quickly and return to complete a degree as career goals evolve.

Collaboration: The institution has engaged in preliminary discussions with the Alabama Partnership for Children, specifically through the Teach Early Childhood Alabama initiative, regarding potential scholarship opportunities that may support students enrolled in the proposed Child Development

program. These discussions are informational in nature and focus on increasing student awareness of existing external financial support opportunities. No formal partnership or contractual agreement is required for program implementation, and the program does not rely on external entities for delivery, oversight, or sustainability.

Programmatic Accreditation: Accreditation for associate-level Childhood Development programs is available through the National Association for the Education of Young Children (NAEYC), but it is not required. While CEN has designed the program around NAEYC curriculum standards, the College does not intend to pursue programmatic accreditation at this time.

Professional Certification/Licensure: The proposed program is not considered a professional licensure program. Students completing the AAS in Child Development will be academically prepared to pursue the Child Development Associate (CDA) credential, which is a nationally recognized certification offered through the Council for Professional Recognition. The program will provide the educational coursework aligned with the knowledge and competency requirements associated with the credential. Additional requirements, including work experience, portfolio development, and application to the credentialing body, are the responsibility of the student. Entry-level positions such as childcare workers and assistant or entry-level preschool roles in Alabama do not require a professional license or additional postsecondary education beyond employer-specific requirements; however, background checks, health clearances, and required employer training are typically the responsibility of the individual or employer. Employment in certain settings, particularly in Head Start, state-funded Pre-K, or administrative roles, requires additional credentials, certifications, professional experience, or further education beyond the associate degree.

Admissions: Students must meet the general admission requirements of CEN as outlined in the College Catalog. No program-specific prerequisites, prior degrees, or separate program applications are required for admission to the Child Development degree.

Mode of Delivery: Coursework for the program will be delivered through a combination of in-person and hybrid formats. Some coursework may be offered with online instructional components; however, required instructional activities such as observations, applied learning experiences, and other course-embedded requirements necessitate face-to-face participation. The program will not utilize competency-based assessment as defined in policy. Student learning will be assessed through traditional course-based instructional and evaluation methods.

Curriculum: CEN plans to develop eight new courses to support the proposed program. Students can transfer a maximum of 47 credit hours into the program. Full-time students can complete the program in four semesters and part-time in six.

Curriculum Overview of Proposed Program	
Credit hours required in general education	22
Credit hours required in program courses & required electives	42
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	64

Graduates of the proposed program are prepared for entry-level employment in early childhood education and childcare settings aligned with the SOC occupations identified below. The proposed program provides foundational preparation for immediate employment, while supporting continued career advancement through optional credentials or further education as required by employers or regulatory agencies.

Industry Need: The proposed program is designed to prepare graduates for employment as Childcare Workers (SOC 39-9011), Preschool Teacher, Except Special Education (SOC 25-2011), and as Education and Childcare Administrators, Preschool and Daycare (SOC 11-9031). The Child Development

program will support a critical workforce need in Alabama by preparing graduates for employment in early childhood education and childcare settings, including childcare centers, Head Start and Early Head Start programs, pre-kindergarten programs, and related early learning environments. Alabama continues to experience challenges related to access, affordability, and workforce capacity in early care and education, with a significant number of communities identified as childcare deserts and many families reliant on stable childcare to participate in the workforce. High-quality early learning programs depend on a trained and qualified workforce, yet recruitment and retention of early childhood professionals remain a statewide concern. The proposed program aligns with statewide priorities focused on strengthening early childhood systems and improving workforce readiness. The proposed program responds to regional workforce needs by preparing graduates for employment in childcare and early learning settings within Central Alabama. Providing the program locally ensures equitable access for students who may not have the means or flexibility to pursue similar programs in a metropolitan service area.

Student Demand: The College currently offers Child Development coursework and a fully online short-term certificate, which has shown consistent enrollment across multiple academic terms, including participation by traditional, adult, and dual-enrollment students, providing a reliable indicator of baseline demand. These data suggest that a degree-level pathway will serve students who are already enrolled in related coursework and seeking credential advancement.

Course	Fall 2026	Summer 2026	Spring 2026	Fall 2025
CHD 100 - Intro of Early Care	21	10	30	41
CHD 204 - Methods & Materials	14	7	19	13
CHD 206 - Children's Health & Safety	21	8	13	13
CHD 209 - Infant & Toddler	6	6	13	13

Resources:

Personnel:

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

The program will be supported by one new full-time faculty member and two part-time faculty members who currently teach Child Development coursework. The addition of a full-time faculty position will ensure consistent leadership for the program, including curriculum coordination, assessment of student learning outcomes, program review, and faculty collaboration. The existing part-time faculty bring instructional experience and continuity, supporting course delivery and allowing for flexible scheduling as enrollment grows.

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

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

Library: No new library resources will be required for the program.

Program Budget: The proposal projects that \$873,995 in new funds will be required to support the program in the first seven years to hire one new FT faculty member. The projected shortfalls in Years 1-2 will be supported through institutional reallocation of existing funds. The College is committed to program development in high-demand workforce areas and will absorb initial operating deficits through general fund support. The program is expected to generate \$949,440 in tuition and fees over that same period.

Attachment 3

Central Alabama Community College
Associate of Applied Science in Child Development

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		22		
ENG 101	English Composition I	3		
MUS 101	Music Appreciation	3		
CIS 146	Computer Applications	3		
BIO 103	Principles of Biology I	4		
MTH 100	Intermediate College Algebra	3		
PSY 200	General Psychology	3		
SPH 106	Fundamentals of Oral Communication	3		
Program Courses and Required Electives		42		
CHD 100	Introduction to Early Care and Education of Children	3		
CHD 201	Child Growth & Development Principles	3	Y	
CHD 202	Children's Creative Experiences	3	Y	
CHD 203	Children's Literature & Language Development	3	Y	
CHD 204	Methods and Materials for Teaching Children	3		
CHD 205	Program Planning for Educating Young Children	3	Y	
CHD 206	Children's Health and Safety	3		
CHD 208	Administration of Child Development Programs	3	Y	
CHD 209	Infant and Toddler Education Programs	3		
CHD 210	Educating Children With Exceptional Needs	3	Y	
CHD 214	Families & Communities in Early Care & Education Programs	3	Y	
BUS 263	The Legal and Social Environment of Business	3		
OAD 137	Computerized Financial Record Keeping	3		
OAD 219	Accounting Concepts and Applications	3	Y	
Program Options (enter total credit hours from all options below)		0		
Free Electives		0		
Capstone/Internship/Practicum		0		
Total Credit Hours Required for Completion:		64		

DECISION ITEM:G-10

Drake State Community and Technical College, Associate of Applied Science and Certificate in Barbering (CIP 12.0402)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) and Certificate (CER) in Barbering.

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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2028-29 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 2028-29 through 2033-34 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).
3. That the existing AAS/CER in Salon and Spa Management (CIP 14.1201) will maintain viability in keeping with the adopted graduation rates established in Code of Alabama 16-5-8 (a)(2).
4. 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 licensure, and/or acceptance into a baccalaureate program.

Drake State Community and Technical College (DRA) 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, 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 AAS/CER in Barbering will build on coursework developed for the Barbering option within Salon and Spa Management AAS/CER and will require minimal expenses to implement.
2. The program proposal includes letters of support from one local barber shop owner and two graduates of the DRA Certificate program attesting to the need for the program.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Drake State Community and Technical College proposal dated June 11, 2026, 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

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION:	Drake State Community and Technical College							
PROGRAM NAME:	Barbering						CIP CODE:	12.0402
SELECT LEVEL:	Associate of Applied Science and Certificate							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$2,000	\$2,500	\$2,500	\$3,000	\$3,000	\$3,500	\$3,500	\$20,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ACCREDITATION	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$2,000	\$2,500	\$2,500	\$3,000	\$3,000	\$3,500	\$3,500	\$20,000
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$16,128	\$27,648	\$36,864	\$46,080	\$57,600	\$69,120	\$80,640	\$334,080
EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$16,128	\$27,648	\$36,864	\$46,080	\$57,600	\$69,120	\$80,640	\$334,080
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	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	6	7	8	10	12	14	9.50
PART-TIME ENROLLMENT HEADCOUNT		12	18	24	30	36	42	27.00
TOTAL ENROLLMENT HEADCOUNT		18	25	32	40	48	56	36.50
NEW ENROLLMENT HEADCOUNT		8	12	16	20	24	28	18.00
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	3	9	12	14	16	18	12.00

Attachment 2

Summary of Background Information

Drake State Community and Technical College
Associate of Applied Science and Certificate in Barbering

Role: The proposed program is within the instructional role for Drake State Community and Technical College (DRA).

Program Description: The proposed AAS and Certificate in Barbering are designed for working adults and non-traditional learners and will offer hands-on training in haircutting, shaving, chemical texture services, sanitation, safety, and client communication, all delivered in a modern lab environment that mirrors professional barbershops. Graduates of this program will be well-prepared to begin successful careers as innovative barbers, barber shop managers, or entrepreneurs, ultimately contributing to the growing demand for highly skilled professionals in the barbering industry. Through expert instruction and practical experience with real clients, graduates will be fully prepared to sit for the Alabama Board of Cosmetology and Barbering licensure examination and begin their careers as skilled barbers.

Student Learning Outcomes: The proposed AAS/CER will focus on the following learning objectives:

1. Demonstrate proficiency in haircutting, styling, shaving, and grooming techniques in accordance with industry standards.
2. Apply sanitation, safety, and infection control procedures to maintain a clean and compliant work environment.
3. Perform hair, scalp, and skin analysis to recommend appropriate services and products for clients.
4. Demonstrate knowledge of state licensing requirements and successfully prepare for the barber licensure examination.
5. Exhibit effective communication and customer service skills to build and maintain a professional client base.
6. Utilize professional ethics, time management, and workplace readiness skills to function effectively in a barbershop or related setting.
7. Apply basic business principles, including retailing, marketing, and financial management, to support career advancement or entrepreneurship.

Administration: The program will be administered by the Dean, Carolyn Henderson; and the Department of Salon and Spa Management, Kelly Williams, Chair.

Public Review: The revised program proposal was posted on the Commission website from July 22, 2026, to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: Long Certificates (CERs) in Barbering (CIP 12.0402) are offered by Beville State Community College, Bishop State Community College, Ingram State Technical College, and Lawson State Community College. Several other institutions offer Barbering as an option within the AAS in Cosmetology (CIP 12.0401) or Salon and Spa Management (CIP 12.0412). The proposed program would be the second standalone AAS in Barbering offered by an ACCS institution. Northeast Alabama Community College was approved for an AAS in Barbering in June 2026 that is scheduled to begin in Spring 2027.

Relationship to Existing Coursework: This program will share resources with the College's existing AAS/CER in Salon and Spa Management (CIP 12.0412). DRA's existing coursework in Barbering has been developed as an option under Salon and Spa Management, and the proposed program will extend these

offerings to a standalone degree for students who wish to focus exclusively on the hair-care components of Salon and Spa Management.

Collaboration: The College does not currently have plans for outside collaboration.

Professional Licensure: The proposed AAS/CER in Barbering is considered a professional licensure program. It is designed to fulfill all educational requirements for graduates to become licensed through the Alabama Board of Cosmetology & Barbering (ABOCB). Upon completion of the program, students will be prepared to sit for the licensure examination (both written and practical exams).

Admissions: Students must meet the admission requirements of the College.

Mode of Delivery: This program will be delivered in multiple formats, including in-person, online, and hybrid. The program cannot be completed through competency-based assessment.

Curriculum: Full-time students will be able to complete the program in six semesters and part-time students in twelve semesters. Students may transfer in a maximum of 48 credit hours to the program. DRA plans to develop four new courses to support the proposed AAS program.

Curriculum Overview of Proposed Program		
	AAS	CER
Credit hours required in general education	22	12
Credit hours required in program courses	38	32
Credit hours in program electives/concentrations/tracks	0	0
Credit hours in free electives	0	0
Credit hours in required practicum	4	4
Total Credit Hours Required for Completion	64	48

The program will give students a choice to pursue a program tailored to their interests without having to take additional courses that do not align with the student's passion. This program will include instruction in facial shaving; beard and mustache shaping and trimming; shampooing; hair cutting; hair styles and styling art; facial treatments and massage; chemical applications; hair and scalp anatomy and physiology; hairpiece and toupee fitting; equipment operation; health and safety; customer service; and shop business practices.

Work-Based Learning: In the Barbering Practicum courses (BAR 140 and 141), students will complete supervised, hands-on training in a real or simulated barbershop environment. To ensure students receive an adequate amount of hands-on training performing barbering services on clients, each course will have a minimum number of required credits, generally in line with the state board requirements for this program area. A barber instructor with appropriate industry experience and state licensure will directly supervise students. The instructor is responsible for monitoring the student's performance, providing guidance, ensuring that safety and sanitation procedures are followed, and verifying that the student has completed the required credits for the course. This structured supervision will help to ensure students are developing the technical skills and professional behaviors needed for successful entry into the barbering profession.

Industry Need: The proposed program is designed to prepare graduates for employment as Barbers (SOC 39-5011). Overall, employment of barbers, hairstylists, and cosmetologists is projected to grow nationally at 5% from 2024 to 2034, faster than the average of all occupations (US Bureau of Labor and Statistics). Many of these students will make a significant contribution to the surrounding community's economic development through entrepreneurship as they start small businesses.

Student Demand: Student demand was based on current enrollment in the barbering certificate option, which has averaged 14 students over the last two academic years (Courses BAR 108, BAR 111, BAR 112, and BAR 113). The enrollment has consistently been 25% full-time and 75% part-time during this

period, which was used to determine the number of full-time versus part-time students for the proposed program. There were six Barbering graduates from Summer 2025 to Spring 2026.

Resources:

Personnel:

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

The current faculty size is adequate to effectively teach the essential Barbering courses required for the program. Each instructor is specifically trained and authorized to teach only the courses that are mandatory for completion of the Barber curriculum. There are a few required Cosmetology courses, which will be taught by Cosmetology instructors, ensuring students receive specialized training in both fields. A new instructor has been hired to teach 50% Cosmetology courses and 50% Barbering courses. This instructor will now transition to teaching 100% of the Barbering courses. In future, DRA may hire an additional adjunct to cover Cosmetology courses.

Equipment: The College has estimated \$20,000 over the first seven years to cover additional consumable supplies to support the program, such as shampoo, conditioner, styling capes, clippers, razor blades, neck strips, Barbicide, and cleaning supplies.

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

Library: No new library resources will be required for the proposed program.

Program Budget: The proposal projects that \$20,000 in new funds will be required to support the program in the first seven years. It is expected to generate \$334,080 in tuition and fees over that same period.

Attachment 3

Drake State Community and Technical College
Associate of Applied Science and Certificate in Barbering

AAS Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		22		
Area I	Written Composition	3		
Area II	Humanities and Fine Arts	6		
Area III	Natural Science and Mathematics	10		
Area IV	History, Social or Behavioral Sciences Elective	3		
Program Courses		38		
BAR108	Introduction to Barbering	3		
BAR111	Introduction to Barbering Lab	3		
BAR112	Science of Barbering	3		
BAR113	Barbering Fundamentals Lab	3		
ORI101	Orientation to the College	1		
COS113	Theory of Chemical Services	3		
COS114	Chemical Service Lab	3		
BAR122	Hair Color Chemistry	3	Y	
BAR183	Special Topics in Barbering	3	Y	
SAL133	Salon Management Technology	3		
BAR109	Bacteriology & Sanitation	3	Y	
ACT201	Entrepreneurship	3		
BAR143	State Board Review	3	Y	
BSS220	Professional Transition	1		
Program Options (enter total credit hours from all options below)		0		
Program Electives (select six courses from the following)		0		
Capstone/Internship/Practicum		4		
BAR 140	Practicum I	2		Y
BAR 141	Practicum II	2		Y
Total Credit Hours Required for Completion:		64		

CER Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		12		
Area I	Written Composition	3		
Area II	Humanities and Fine Arts	3		
Area III	Natural Science and Mathematics	6		
Area IV	History, Social or Behavioral Sciences	0		
Program Courses		32		
BAR108	Introduction to Barbering	3		
BAR111	Introduction to Barbering Lab	3		
BAR112	Science of Barbering	3		
BAR113	Barbering Fundamentals Lab	3		
ORI 101	Orientation to College	1		
COS113	Theory of Chemical Services	3		
COS114	Chemical Service Lab	3		
COS 120	Hair Color Theory and Lab Combined	3		
COS 144	Hair Shaping and Design	3		
SAL133	Salon Management Technology	3		
BAR 143	State Board Review	3	Y	
BSS220	Professional Transition	1		
Program Options (enter total credit hours from all options below)		0		
Program Electives (select six courses from the following)		0		
Capstone/Internship/Practicum		4		
BAR 140	Practicum I	2		Y
BAR 141	Practicum II	2		Y
Total Credit Hours Required for Completion:		48		

DECISION ITEM: G-11

Northeast Alabama Community College, Associate of Applied Science and Certificate in Dental Assisting (CIP 51.0601)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) and Certificate (CER) in Dental Assisting.

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

Implementation Date: The proposed program will be implemented 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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2028-29 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 2028-29 through 2033-34 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program will gain accreditation through the Commission on Dental Accreditation (CODA).
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on professional certification exam pass rates, related employment, and/or acceptance into a baccalaureate program.

Northeast Alabama Community College (NEC) 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, 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 AAS and CER in Dental Assisting is designed to prepare graduates for entry-level employment as Dental Assistants and for further training necessary for employment as Dental Hygienists and Dental Laboratory Technicians. All three occupations are included on the current Alabama Demand Occupations List.
2. NEC has secured FY23 state earmark funding to support this program through the Alabama Centers for Rural Healthcare Opportunities Initiative.
3. This proposal includes four letters of support from local industry partners and future employers attesting to the need for this program.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Northeast Alabama Community College proposal dated June 11, 2026, 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	Northeast Alabama Community College							
PROGRAM NAME:	Dental Assisting						CIP CODE:	51.0601
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE and CERTIFICATE)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$875,000
EQUIPMENT	\$475,000		\$5,000		\$5,000		\$5,000	\$490,000
FACILITIES	\$710,220							\$710,220
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$17,500
ACCREDITATION	\$19,300		\$2,740	\$2,740	\$2,740	\$2,740	\$2,740	\$33,000
OTHER COSTS								\$0
TOTAL EXPENSES	\$1,332,020	\$127,500	\$135,240	\$130,240	\$135,240	\$130,240	\$135,240	\$2,125,720
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$110,544	\$221,008	\$221,008	\$221,008	\$221,008	\$221,008	\$221,008	\$1,436,592
EXTERNAL FUNDING	\$1,264,004							\$1,264,004
REALLOCATIONS								\$0
TOTAL REVENUES	\$1,374,548	\$221,008	\$221,008	\$221,008	\$221,008	\$221,008	\$221,008	\$2,700,596
ENROLLMENT PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	12	24	24	24	24	24	22.00
PART-TIME ENROLLMENT HEADCOUNT								0.00
TOTAL ENROLLMENT HEADCOUNT		12	24	24	24	24	24	22.00
NEW ENROLLMENT HEADCOUNT		12	20	12	12	12	12	13.3
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead “0”s and Lead 0 years in computing the average annual degree completions.								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	8	8	8	8	8	8	8.00

Attachment 2
Summary of Background Information

Northeast Alabama Community College
Associate of Applied Science and Certificate in Dental Assisting

Role: The proposed program is within the instructional role for Northeast Alabama Community College (NEC).

Program Description: The proposed AAS and CER in Dental Assisting will prepare individuals to provide patient care, take dental radiographs (x-ray photographs), prepare patients and equipment for dental procedures, and discharge office administrative functions under the supervision of dentists and dental hygienists. The program includes instruction in medical record-keeping, general office duties, reception and patient intake, scheduling, equipment maintenance and sterilization, basic radiography, pre-and-post operative patient care and instruction, chairside assisting, taking tooth and mouth impressions, and supervised practice.

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

1. Apply foundational knowledge of dental sciences, including oral anatomy, head and neck structures, and basic biological principles relevant to dental care.
2. Demonstrate competency in chairside dental assisting procedures in accordance with accepted clinical standards.
3. Practice safe and effective infection control, radiation safety, and occupational safety procedures in the dental environment.
4. Expose, process, and mount diagnostic dental radiographs under the supervision of a licensed dentist.
5. Perform dental laboratory procedures, including impressions, study models, temporary restorations, and manipulation of dental materials.
6. Demonstrate proficiency in dental office administrative functions, including patient records management, scheduling, and financial procedures.
7. Communicate effectively and professionally with patients, dentists, and members of the healthcare team while demonstrating ethical and patient-centered care

Administration: The program will be administered by the Dean, Dr. Myrna Williamson; and the Department of Health Science.

Public Review: The revised program proposal was posted on the Commission website from July 22, 2026, to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed program will be similar to existing programs with the same CIP 51.0601 at Coastal Alabama Community College, Calhoun Community College, Gadsden State Community College, Lawson State Community College, Trenholm State Community College, and Wallace State Community College- Hanceville. NEC will target students in Jackson and DeKalb Counties.

Relationship to Existing Offerings: In March 2024, NEC received approval to establish an AAS in Dental Hygienist (CIP 51.0602), but the program was not implemented due to staffing challenges and clinical facilities requirements needed to support students in meeting licensure requirements. The proposed program in Dental Assisting is intended to fulfill ongoing needs for dental allied health professionals in NEC's service area, and it does not require the College to operate clinical facilities, making this a more sustainable option.

Collaboration: The college has actively explored and established collaborations with local dental practices to support the proposed Dental Assisting Program. Several community dentists and dental offices have agreed to partner with the college by providing practicum opportunities for students. These clinical experiences will allow students to apply the technical skills learned in the classroom and skills laboratory within a professional dental practice environment. The collaborations will enhance student learning, provide exposure to daily dental office operations, and help ensure students gain practical experience necessary for workforce readiness.

Admissions: Admission to the Dental Assisting program is competitive and the number of students accepted is limited. Applicants must meet the following criteria: unconditional admission to the College and be an active student in good standing (minimum, cumulative 2.0 GPA); eligibility for ENG 101, if not already completed; and Essential Eligibility Criteria required for the Dental Assisting Program. In addition, applicants must submit the following: official transcripts from all colleges/schools attended, including high school, to the registrar or admissions office by the application deadline; a completed Dental Assisting Program application by stated deadline; and required form for observation of a dental assistant completing duties at a dental office. Meeting minimum requirements does not guarantee acceptance.

Mode of Delivery: Instructional delivery will include traditional, in-person, hybrid, and online formats. Program coursework will be primarily in-person, with laboratory and clinical requirements being met through applied learning activities. Dental assisting skills will be evaluated through competency-based assessments conducted in the skills laboratory. Students will be required to demonstrate proficiency and competency in essential dental assisting skills prior to participating in clinical practicum experiences.

Curriculum: NEC will develop 13 new courses for the program. Students must complete at least 25% of the semester credit hours counted for the degree or certificate at NEC. Full-time associate degree students can complete the program in five semesters and full-time certificate students in three.

AAS Curriculum Overview of Proposed Program	
Credit hours required in general education	19
Credit hours required in program courses & required electives	42
Credit hours in program options (electives/concentrations/tracks)	0
Credit hours in free electives	0
Credit hours in required capstone/internship/practicum	0
Total Credit Hours Required for Completion	61

CER Curriculum Overview of Proposed Program	
Credit hours required in general education	6
Credit hours required in program courses & required electives	39
Credit hours in program options (electives/concentrations/tracks)	0
Credit hours in free electives	0
Credit hours in required capstone/internship/practicum	0
Total Credit Hours Required for Completion	45

Work-Based Learning: Students will complete clinical work under the supervision of dental clinic staff and faculty clinical liaisons in courses DAT 111 Clinical Practice I (180 hours), and DAT 122 Clinical Practice II (300 hours).

Programmatic Accreditation: The curriculum is designed to meet the educational standards for Dental Assisting programs established by the Commission on Dental Accreditation (CODA) and provide students with the knowledge and clinical competencies necessary to sit for professional certification examinations. Initial accreditation with the Commission on Dental Accreditation (CODA) will be pursued upon the hire of a program director, which is anticipated for Spring/Summer 2027.

Professional Certification/Licensure: The proposed program is not considered a professional licensure program. In Alabama, Dental Assistants do not require a state license to practice general chairside assisting; however, registration with the Board of Dental Examiners of Alabama (BDEA) is required for those performing expanded duties, such as radiography or coronal polishing. The proposed program will prepare graduates to pass the Certified Dental Assistant (CDA) examination and earn professional certification through the Dental Assisting National Board (DANB). This credential is nationally recognized and is often required or preferred by employers for dental assisting positions.

Industry Need: The proposed program is designed to prepare graduates for employment as Dental Assistants (SOC 31-9091), an occupation that is included on the current Alabama Demand Occupations List. In addition, graduates will be prepared to pursue further training needed for employment as Dental Hygienists (SOC 29-1292) and Dental Laboratory Technicians (SOC 51-9081), both of which also appear on the Alabama Demand Occupations List. Dental Assisting is identified as a bright-outlook career field statewide according to O*NET OnLine (2026), with projected 13% employment growth in Alabama over the next decade. Data from the Alabama Department of Labor and the 2025 Alabama Demand Occupations report show an average of 610 annual job openings statewide, with approximately 3,850 individuals currently employed in the field. Regional dental healthcare providers have expressed support for the program and indicated a willingness to hire program graduates, and the proposal included letters of support from the following providers:

- Thompson and Thorne Family Dentistry
- Holland Family Dentistry
- Celia Davenport, DMD
- Scottsboro Family and General Dentistry PC

Student Demand: The College conducted an online survey of high school students to determine interest in pursuing post-secondary degrees in high-demand career fields. Two hundred sixty-five students responded to the survey, with 102 students indicating interest in pursuing careers in healthcare and 37 of those interested in dental assisting. NEC partners with secondary CTE centers in Jackson and DeKalb counties by offering onsite dual enrollment courses in health science and serving over 300 high school students annually. Each center is committed to the expansion of healthcare instruction and will facilitate dual enrollment completion of prerequisite coursework that is required for admission into the Dental Assisting program and other healthcare programs. Considering the response from high school students and the commitment of local dental healthcare agencies to hire graduates from the Dental Assisting program, the College is confident that adding Dental Assisting as a degree program and certificate option will not only be successful but will also become a destination for many students seeking careers in the healthcare industry.

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		
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty	1	
	Administration	1	
	Support Staff		

Upon full approval of the Dental Assisting program, the College will post position announcements to seek qualified candidates to fill necessary instructional and administrative positions. CODA accreditation standards require that a program administrator must be credentialed as a Certified Dental Assistant or a dentist licensed to practice in the state of the program location, with

occupational experience in the application of four-handed dentistry principles, either as a dental assistant or working with a chairside assistant.

Equipment: NEC has budgeted \$475,00 in Year 1 to purchase dental chairs and equipment and radiology equipment; and \$5,000 in Years 3, 5, and 7 for restocking materials and supplies.

Facilities: No new facilities will be required for the proposed program. The program will be housed in the College's Allied Health Building, which will require substantial renovations and fit-out to support the program. NEC has budgeted \$710,220 to cover these costs.

Library: The NEC Learning Resources Center's collection currently contains over 50,000 print books and over 250,000 electronic books. The LRC already owns or licenses items related to dental assisting. Topics include dental anatomy, oral health care, and medical terminology. The College has budgeted \$2,500 per year to purchase additional books and eBooks related to dental assisting.

Accreditation: Accreditation fees are estimated at \$19,300 for initial application for accreditation in Years 1 and 2. Thereafter, costs to maintain accreditation are estimated at \$2,740 annually.

Program Budget: The proposal projects that \$2,125,720 in new funds will be required to support the AAS/CER in Dental Assisting over the first seven years. It is expected to generate \$1,436,592 in tuition and fees over that same period. Supplemental start-up funding to cover initial equipment expenses and facilities renovation costs have been secured by the College through state earmark funding. Fiscal Year 2023 supplemental appropriations for the Education Trust Fund included \$31 million going to the Alabama Community College System for Alabama Centers for Rural Healthcare Opportunity, and from that broader program, NEC secured \$3 million to grow its allied healthcare offerings.

Attachment 3

**Northeast Alabama Community College
Associate of Applied Science and Certificate in Dental Assisting**

AAS Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		19		
ENG 101	English Composition	3		
	Humanities/Fine Arts Elective	3		
PSY 200	General Psychology	3		
MTH 100 or Higher	Intermediate College Algebra	3		
SPH 106 or 107	Fundamentals of Oral Communication/Fundamentals of Public Speaking	3		
BIO 201	Human Anatomy & Physiology I	4		
Program Courses and Required Electives		42		
CIS 146	Computer Applications	3		
DAT 100	Introduction to Dental Assisting	2	Y	
DAT 101	Pre-Clinical Procedures I	3	Y	
DAT 102	Dental Materials	3	Y	
DAT 103	Dental Anatomy and Physiology	3	Y	
DAT 104	Basic Sciences for Dental Assisting	2	Y	
DAT 111	Clinical Practice I	5	Y	Y
DAT 112	Dental Radiology	3	Y	
DAT 113	Dental Health Education	2	Y	
DAT 114	Dental Office Administration	4	Y	
DAT 116	Pre-Clinical Procedures II	3	Y	
DAT 122	Clinical Practice II	4	Y	Y
DAT 123	Dental Assisting Seminar	4	Y	
DAT 124	Clinic Applied Infection Control & OSHA Standards	1	Y	
Program Options (enter total credit hours from all options below)		0		
Free Electives		0		
Capstone/Internship/Practicum		0		
Total Credit Hours Required for Completion:		61		

CER Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		6		
ENG 101	English Composition	3		
MTH 100 or Higher	Intermediate College Algebra	3		
Program Courses and Required Electives		39		
DAT 100	Introduction to Dental Assisting	2	Y	
DAT 101	Pre-Clinical Procedures I	3	Y	
DAT 102	Dental Materials	3	Y	
DAT 103	Dental Anatomy and Physiology	3	Y	
DAT 104	Basic Sciences for Dental Assisting	2	Y	
DAT 111	Clinical Practice I	5	Y	Y
DAT 112	Dental Radiology	3	Y	
DAT 113	Dental Health Education	2	Y	
DAT 114	Dental Office Administration	4	Y	
DAT 116	Pre-Clinical Procedures II	3	Y	
DAT 122	Clinical Practice II	4	Y	Y
DAT 123	Dental Assisting Seminar	4	Y	
DAT 124	Clinic Applied Infection Control & OSHA Standards	1	Y	
Program Options (enter total credit hours from all options below)		0		
Free Electives		0		
Capstone/Internship/Practicum		0		
Total Credit Hours Required for Completion:		45		

DECISION ITEM: G-12a

Wallace Community College- Dothan, Associate of Applied Science in Biomedical Equipment Technology (CIP 15.0401)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Biomedical Equipment Technology.

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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2028-29 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 2028-29 through 2033-34 (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, pass rates for the national certification exam, and/or acceptance into a baccalaureate program.

Wallace Community College – Dothan (WSD) 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, 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 is designed to prepare graduates for entry-level employment as Medical Equipment Repairers, which are included on the current Alabama Demand Occupations List.
2. The program will build upon WSD's existing Industrial Systems Technology infrastructure and Health Sciences resources, while supporting workforce development in a high-demand healthcare technology field.
3. The proposal includes letters of support from three local businesses interested in hiring graduates from the program.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace Community College – Dothan proposal dated June 11, 2026, 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	Wallace Community College - Dothan							
PROGRAM NAME:	Biomedical Equipment Technology					CIP CODE:	15.0401	
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS	\$72,225	\$72,225	\$72,225	\$72,225	\$72,225	\$76,501	\$76,501	\$514,127
EQUIPMENT	\$470,661	\$0	\$0	\$0	\$0	\$0	\$0	\$470,661
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ACCREDITATION	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$542,886	\$72,225	\$72,225	\$72,225	\$72,225	\$76,501	\$76,501	\$984,788
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$53,640	\$87,120	\$87,300	\$90,540	\$93,960	\$104,040	\$110,700	\$627,300
EXTERNAL FUNDING	\$470,661	\$0	\$0	\$0	\$0	\$0	\$0	\$470,661
REALLOCATIONS	\$18,585	\$0	\$0	\$0	\$0	\$0	\$0	\$18,585
TOTAL REVENUES	\$542,886	\$87,120	\$87,300	\$90,540	\$93,960	\$104,040	\$110,700	\$1,116,546
ENROLLMENT PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	10	9	10	11	12	13	10.83
PART-TIME ENROLLMENT HEADCOUNT		8	12	12	12	12	12	11.33
TOTAL ENROLLMENT HEADCOUNT		18	21	22	23	24	25	22.17
NEW ENROLLMENT HEADCOUNT		8	9	9	10	10	11	9.50
DEGREE COMPLETION PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	6	8	9	9	10	10	8.67

Attachment 2
Summary of Background Information

Wallace Community College – Dothan
Associate of Applied Science in Biomedical Equipment Technology

Role: The proposed program is within the instructional role for Wallace Community College – Dothan (WSD).

Program Description: The proposed AAS in Biomedical Equipment Technology (BMET) will prepare students to install, maintain, calibrate, troubleshoot, and repair biomedical and healthcare technology systems used in hospitals, clinics, laboratories, and medical facilities. Graduates will be prepared for entry-level employment as Biomedical Equipment Technicians and related healthcare technology support positions. The program will provide hands-on instruction in biomedical electronics, patient monitoring systems, diagnostic imaging support systems, medical device networking, cybersecurity fundamentals, and healthcare safety standards. Students will gain practical experience through laboratory instruction, clinical simulations, and work-based learning partnerships with regional healthcare employers. The program will be supported by an active industry advisory committee composed of regional healthcare providers, biomedical service organizations, hospital systems, and medical equipment industry representatives to ensure continuous curriculum alignment, equipment relevance, and workforce responsiveness.

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

1. Diagnose and troubleshoot biomedical and healthcare technology systems using industry-standard diagnostic tools and testing procedures.
2. Perform preventive maintenance, calibration, and safety testing procedures on biomedical equipment.
3. Apply healthcare safety regulations, infection control procedures, and biomedical compliance standards.
4. Interpret technical manuals, schematics, wiring diagrams, and biomedical documentation.
5. Demonstrate competency in electronics, digital circuitry, networking, and biomedical communication systems.
6. Demonstrate professional communication, documentation, and problem-solving skills in healthcare technology environments.

Administration: The program will be administered by the Dean, Dr. Chris Kennedy; and the Department of Workforce and CTE/ Biomedical Equipment Technology.

Public Review: The revised program proposal was posted on the Commission website from July 22, 2026 to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: No comparable Biomedical Equipment Technology program currently exists within Southeast Alabama or the Workforce Region 6 service area. While several colleges offer related Short-Term Certificates, including Jefferson State Community College, Central Alabama Community College, and Northwest Shoals Community College, no college offers a full associate degree program. WSD proposes this program to address the lack of BMET training opportunities within its service area and to improve geographic accessibility for students in Southeast Alabama.

Relationship to Existing Offerings: The program will complement rather than compete with existing technical and healthcare offerings by expanding interdisciplinary healthcare technology training opportunities. The BMET program will require some coursework currently offered within the AAS in Computer Science (CIP 11.0101), the AAS in Electrical Technology (CIP 46.0302), and the AAS in Industrial Maintenance Technology (CIP 47.0303).

Collaboration: The program will collaborate with regional healthcare providers, biomedical service organizations, and workforce agencies to support internships, advisory committee participation, equipment support, and work-based learning opportunities. These partners will provide internship placements, equipment support, curriculum input, and potential apprenticeship opportunities. Industry partners will also assist in evaluating workforce trends, technical skill needs, and emerging healthcare technology competencies. Collaboration with the Alabama Career Center System will support student placement and workforce alignment. Additional partnerships will be developed to support work-based learning and job placement pipelines.

Admissions: Students must meet all institutional admissions requirements. Students participating in clinical or work-based learning experiences may be required to complete background checks, immunization records, and facility-specific onboarding requirements. Requirements may vary depending on participating healthcare facilities.

Mode of Delivery: The primary mode of delivery will be in-person classes held on-campus at Wallace Community College in Dothan. This format allows students to engage in hands-on learning experiences within biomedical laboratories and technical training environments essential for mastering medical equipment diagnostics, calibration, preventive maintenance, electronics troubleshooting, and healthcare technology repair. The program may offer a hybrid format for select courses, combining online theoretical instruction with in-person laboratory sessions. This approach provides flexibility while ensuring students develop the practical hands-on competencies required in the biomedical equipment technology field.

Curriculum: WSD will develop six new courses for the program. Students may transfer in a maximum of 26 credit hours to the proposed program. Full-time students will be able to complete the program in 5 semesters and part-time in 9 semesters.

Curriculum Overview of Proposed Program	
Credit hours required in general education	16
Credit hours required in program courses & required electives	43
Credit hours in program options (electives/concentrations/tracks)	0
Credit hours in free electives	0
Credit hours in required capstone/internship/practicum	3
Total Credit Hours Required for Completion	62

Work-Based Learning: Students will complete BET 204 Clinical On-Site Study (to be offered Spring and Summer semesters), which will provide students with an immersive, hands-on experience in a professional healthcare setting. Students will be placed in hospitals, medical centers, or biomedical service departments and will work under the supervision of qualified biomedical equipment technicians and/or clinical engineering personnel. The course bridges classroom instruction with real-world practice and emphasizes professional conduct, technical proficiency, equipment maintenance and troubleshooting, safety, documentation, and workplace communication. Students will have the opportunity to observe and participate in activities appropriate to their level of preparation, including preventive maintenance, equipment inspection, troubleshooting, repair procedures, safety testing, and service documentation. The clinical experience is designed to prepare students for entry-level employment in hospital-based or vendor-based biomedical equipment service roles.

Specialized Accreditation: No specialized programmatic accreditation is available for Biomedical Equipment Technology associate degree programs.

Professional Certification/Licensure: The proposed program is not considered a professional licensure program, as licensure is not required for entry-level employment in Alabama. Coursework and technical competencies will support graduate preparation for the Certified Biomedical Equipment Technician (CBET) certification through the Association for the Advancement of Medical Instrumentation (AAMI).

Industry Need: The proposed program is designed to prepare graduates for employment as Medical Equipment Repairers (SOC 49-9062, included on the current Alabama Demand Occupations List). The proposed program aligns directly with workforce priorities identified by the Alabama Community College System Career and Technical Education Division and regional labor market data. Medical Equipment Repairers appear on the ACCCP Region 6 in-demand occupations list, which identifies approximately 110 regional positions, 15 annual openings, and a median annual wage of \$56,607 based on Alabama workforce projections. In addition, Lightcast Q2 2026 labor market data for the broader 10-county regional service area around Dothan identifies approximately 135 Medical Equipment Repairers employed in 2025, with projected growth to 141 jobs by 2030 and approximately 13 annual openings. Currently, companies are hiring WSD's Industrial System Technology students and training internally to meet their needs. The proposed program is designed to support regional healthcare workforce shortages and provide more structured employment pathways for local students. The proposal includes letters of support from the following local businesses interested in hiring graduates from the program:

- Eye Center South
- RTI Medical Systems, Inc.
- Dale Medical Center

Student Demand: The proposed BMET program aligns closely with student interest already demonstrated through existing Industrial Systems Technology, Electrical Technology, Electronics, and Health Sciences pathways, where students pursue careers involving electronics, diagnostics, automation, instrumentation, and healthcare support systems. Enrollment projections for the proposed program were developed conservatively based on documented labor market demand, existing enrollment trends in related technical programs, employer engagement, and available regional educational capacity. Wallace Community College-Dothan anticipates an initial cohort of approximately 15–20 students, with enrollment projected to grow to 30–40 students annually as employer partnerships, clinical training opportunities, and program awareness continue to expand.

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	2	
	Support Staff	1	
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

The proposed program will be supported by one full-time BMET instructor with documented experience in biomedical electronics and/or healthcare technology systems. This faculty member will provide primary instructional responsibility for all Biomedical Equipment Technology lecture and laboratory courses and will ensure consistent curriculum delivery, laboratory oversight, equipment utilization, and ongoing program assessment aligned with industry standards. Additional instructional capacity will be provided through existing Industrial Systems Technology and Health Sciences faculty as needed for interdisciplinary content support and foundational technical coursework. Adjunct instructors may be engaged on a limited basis to address enrollment growth or to provide specialized expertise in targeted biomedical equipment systems or clinical applications. Preferred qualifications for the full-time instructor include formal coursework or instructional experience in Biomedical

Equipment Repair or Clinical Engineering, along with a minimum of six years of industry experience in healthcare technology management, biomedical equipment service, or related fields. Recruitment efforts will target qualified biomedical equipment technicians, clinical engineering professionals, and healthcare technology specialists from hospitals, healthcare systems, and medical equipment service organizations.

Equipment: WSD has budgeted \$470,661 in Year 1 to purchase new equipment for the proposed program.

Facilities: No new facilities will be required for the proposed program. The program will be housed in an existing facility that will be renovated as part of a \$104-million capital expansion project designed to increase capacity for high-demand technical programs. Funding for WSD's Workforce Training Center has been secured through state earmarked funding and other sources and is not directly tied to this program proposal.

Library: No new library resources will be required for the proposed program.

Program Budget: The proposal projects that \$984,788 in new funds will be required to support the program in the first seven years. It is expected to generate \$627,300 in tuition and fees over that same period and will require \$489,246 in reallocations and external funding to cover program equipment start-up costs. WSD indicates that available external funds may include federal Perkins funds, ACCS workforce development grants, industry partnerships, employer contributions, equipment donations, and other applicable state, federal, and private grant opportunities.

Attachment 3

Wallace Community College - Dothan
Associate of Applied Science in Biomedical Equipment Technology

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		16		
ENG 101	English Composition I	3		
SPH 106 or SPH 107	Fundamentals of Oral Communication OR Fundamentals of Public Speaking	3		
MTH 100	Intermediate College Algebra or Higher	3		
BIO 101	Introduction to Biology	4		
PSY 200	General Psychology	3		
Program Courses and Required Electives		43		
ORI 101/ORT100	Orientation to College OR Orientation for Career Success	1		
BET 200	Introduction to Biomedical Electronic Systems	3	Y	
BET 201	Pulse & Computer Circuits	3	Y	
BET 202	Biomedical Electronic Systems I	3	Y	
BET 203	Biomedical Electronic Systems II	3	Y	
BET 205	Law & Legal Issues in HTML	3	Y	
CIS 146	Microcomputer Applications	3		
CIS 161	Introduction to Network Communications	3		
CIS 245	Cyber Defense	3		
ELT 108 or INT 101	DC Fundamentals	3		
ELT 109 or INT 103	AC Fundamentals	3		
ELT 231 or INT 184	Introduction to Programmable Logic Controllers (PLCs)	3		
ELT 221 or INT 123	Electronics for Electricians or Concepts of Solid State Electronics	3		
INT 284	Advanced Programmable Logic Controllers	3		
HED 231	First Aid	3		
Program Options (enter total credit hours from all options below)		0		
Free Electives		0		
Capstone/Internship/Practicum		3		
BET 204	Clinical On-Site Study	3	Y	
Total Credit Hours Required for Completion:		62		

DECISION ITEM: G-12b

Wallace Community College - Dothan, Associate of Applied Science in Diesel Technology (CIP 47.0605)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Diesel Technology.

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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2028-29 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 2028-29 through 2033-34 (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.

Wallace Community College - Dothan (WSD) 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, 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 is designed to prepare graduates for entry-level employment as diesel technicians for heavy machinery, commercial vehicles, and industrial equipment, which are included on the current Alabama Demand Occupations List.
2. The program will incorporate work-based learning and preparation for industry-recognized certifications, such as Automotive Service Excellence (ASE) certification, which will enhance graduates' employability.
3. The proposal is supported by 11 letters of support from local employers attesting to the need for the program.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace Community College – Dothan proposal, dated June 11, 2026, 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

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION:	Wallace Community College - Dothan							
PROGRAM NAME:	Diesel Technology						CIP CODE:	47.0605
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS	\$72,225	\$72,225	\$72,225	\$72,225	\$72,225	\$76,501	\$76,501	\$514,127
EQUIPMENT	\$111,400	\$0	\$0	\$0	\$0	\$0	\$0	\$111,400
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ACCREDITATION	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER COSTS	\$3,030	\$0	\$0	\$0	\$0	\$2,295	\$0	\$5,325
TOTAL EXPENSES	\$186,655	\$72,225	\$72,225	\$72,225	\$72,225	\$78,796	\$76,501	\$630,852
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$55,800	\$74,160	\$91,800	\$106,200	\$114,120	\$114,120	\$147,600	\$703,800
EXTERNAL FUNDING	\$111,400	\$0	\$0	\$0	\$0	\$0	\$0	\$111,400
REALLOCATIONS	\$20,000	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000
TOTAL REVENUES	\$187,200	\$74,160	\$91,800	\$106,200	\$114,120	\$114,120	\$147,600	\$835,200
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	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	7	10	12	12	12	15	11.33
PART-TIME ENROLLMENT HEADCOUNT		5	5	5	7	7	10	6.50
TOTAL ENROLLMENT HEADCOUNT		12	15	17	19	19	25	17.83
NEW ENROLLMENT HEADCOUNT		10	15	15	20	20	20	16.67
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	7	7	10	12	12	12	10.00

Attachment 2
Summary of Background Information

Wallace Community College - Dothan
Associate of Applied Science in Diesel Technology

Role: The proposed program is within the instructional role for Wallace Community College - Dothan (WSD).

Program Description/Objectives: The proposed AAS in Diesel Technology will prepare students to maintain, service, and repair diesel engines used in various applications, including vehicles, construction equipment, and stationary electrical generators. The curriculum will cover engine diagnostics, repair techniques, and preventive maintenance. Students will gain hands-on experience through lab work, practical exercises, and live work. Commercial Driving License (CDL) training and testing will be incorporated into the program. Students will have the opportunity to participate in internships, on-the-job learning, and work-based learning partnerships with local industries. The program will be supported by an active industry advisory committee composed of local and regional diesel employers, fleet maintenance managers, and OEM representatives to ensure continuous curriculum alignment and equipment relevance.

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

1. Diagnose and troubleshoot diesel engine systems using industry-standard diagnostic tools and techniques.
2. Perform routine maintenance and repairs on diesel engines, including lubrication, cooling, and fuel systems.
3. Identify and apply safety procedures specific to diesel technology, including proper handling of hazardous materials and use of personal protective equipment.
4. Interpret and use technical manuals and electronic databases to assist in the repair and maintenance of diesel engines.
5. Describe the principles of diesel engine operation, including the combustion process, fuel injection systems, and exhaust after-treatment technologies.
6. Demonstrate proficiency in the use of diagnostic software and equipment for electronic engine control systems.
7. Understand and apply environmental regulations and best practices related to diesel emissions and waste management; and the knowledge, skills, and competencies necessary to prepare for and obtain a Commercial Driver's License (CDL).

Administration: The program will be administered by Dr. Chris Kennedy, Dean; and the Department of Workforce and CTE/Diesel Technology, Clay Grantham, Chair.

Public Review: The revised program proposal was posted on the Commission website from July 22, 2026 to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: Lurleen B. Wallace Community College, Bishop State Community College, and Calhoun Community College offer an associate's degree in Diesel Technology at the same CIP 47.0605. The following institutions offer a CER at the same CIP Code: Beville State CC; Bishop State CC; Gadsden State CC; Ingram State Technical College; Lawson State CC; Lurleen B. Wallace CC; Shelton State CC; Trenholm State CC; and Wallace State CC- Hanceville. Dothan serves a different geographic area than these Colleges and offering it in Dothan will make it more accessible for students in the surrounding region who may face challenges in commuting or relocating to attend the program elsewhere. In addition, the Wiregrass area has a high demand for skilled diesel technicians, driven by local industries such as transportation, construction, manufacturing, and agriculture. WSD has established partnerships with local employers who are interested in hiring program graduates. Offering the program locally allows the college

to strengthen these partnerships, facilitate internships and on-the-job training opportunities, and provide a direct pipeline of qualified technicians to regional employers.

Relationship to Existing Coursework: The Diesel Technology program will collaborate closely with existing programs within the Workforce Development and Career Technical Education division, including Automotive Technology (CIP 15.0803), Welding (CIP 48.0508), and Commercial Driving Licensure (CDL) training (non-credit bearing). Shared use of lab space, diagnostic equipment, and safety training resources will maximize institutional efficiency. The proposed program will also share equipment and other resources with WSD's existing Short-Term Certificate (STC) in Basic Automotive, Truck, and Tractor Service and Repair (CIP 15.0803). Both will involve the maintenance and repair of vehicles and machinery. While the STC provides foundational skills in servicing a variety of engines, including gasoline and diesel, the AAS will focus specifically on diesel engines. The STC serves as an entry point for more specialized training in diesel mechanics, providing a broad base of knowledge applicable to the field.

Collaboration: The program will leverage strong partnerships with regional employers, who will provide internship placements, equipment support, curriculum input, and potential apprenticeship opportunities. Collaboration with the Alabama Career Center System will support student placement.

Programmatic Accreditation: No programmatic accreditation is required for Diesel Technology programs. However, the college will align with the National Institute for Automotive Service Excellence (ASE) standards. Curriculum and facilities will be developed to support future ASE Education Foundation accreditation consideration within two to three years of program implementation.

Professional Licensure/Certification: The program is not considered a professional licensure program. Upon completion of the program, students will be eligible to sit for professional certification through ASE entry-level certification in Medium/Heavy Truck and Diesel Technology content. Commercial truck driving training is embedded as a stackable credential pathway. Students may be eligible to sit for the Alabama Commercial Driver's License (CDL) written examination upon completion of designated coursework.

Admissions: In addition to standard institutional admission requirements, students enrolled in the Diesel Technology program must complete a Department of Transportation (DOT) physical examination if participating in CDL-related coursework. Students must also possess a valid driver's license and meet any applicable safety and liability requirements for participation in lab-based instruction and work-based learning experiences.

Mode of Delivery: The primary mode of delivery will be in-person classes held on-campus at Wallace Community College in Dothan. This format will allow students to engage in hands-on learning experiences in a fully equipped lab setting, which is essential for mastering diesel engine diagnostics, repair techniques, and preventive maintenance. The program may offer a hybrid format for certain courses, combining online theoretical instruction with in-person lab sessions. The program will be housed in an existing facility with height restrictions until a facility can be built or renovated as part of a capital expansion project designed to increase capacity for high-demand technical programs.

Curriculum: WSD will create 12 new courses for the program. Students can transfer in a maximum of 30 credit hours to the program. Full-time students will be able to create the program in five semesters and part-time students in six to eight.

Curriculum Overview of Proposed Program	
Credit hours required in general education	15
Credit hours required in program courses	49
Credit hours in program electives/concentrations/tracks	0
Credit hours in free electives	0
Total Credit Hours Required for Completion	64

Work-Based Learning: The program will incorporate industry-validated skills through alignment with nationally recognized standards and embedded technical competencies. Students will complete extensive hands-on lab training (approximately 1,485–1,500 contact hours) and are prepared for industry certifications, including ASE Entry-Level Diesel Technology certifications. Students will perform "Live-Work" while enrolled in the program. Courses such as CDL License Preparation and Diesel Electronic Systems support work-based skill development aligned with employer expectations.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations included on the current Alabama Demand Occupations List: Bus and Truck Mechanics and Diesel Engine Specialist (SOC 49-3031); and Automotive Service Technicians and Mechanics (SOC 49-3023). As indicated through industry meetings and ongoing employer engagement over the past several years, there is a strong and sustained demand for diesel and automotive technicians across Alabama, particularly within the college's service area. According to Lightcast data, the regional labor market is projected to support approximately 1,310 jobs in related occupations by 2026, with 114 annual openings driven by both growth and replacement needs. Key occupations such as Bus and Truck Mechanics and Diesel Engine Specialists and Automotive Service Technicians and Mechanics account for a significant share of this demand, with 454 and 727 jobs respectively in the region. This proposal is accompanied by letters of support from the following local employers: AMX; Benny Whitehead, Inc.; Summerford Truck Company, Inc.; Alabama Career Center System; Coffman International, Inc.; Canvas Products of Dothan; Cook's Saw Manufacturing, LLC; Hudson Heavy Duty Repair, Inc.; Rushing Enterprises; Coastal Incorporated; and Wiley Sanders Truck Lines, Inc.

Student Demand: Projected enrollment for the Diesel Technology program is based on historical enrollment and student success data from the College's Automotive Service Excellence (ASE) program, regional workforce demand, and employer feedback. The ASE program has demonstrated consistent student interest and enrollment over several years. From Spring 2022 through Summer 2025, headcount ranged from 14 to 40 students per term, with credit hour production consistently exceeding 200 credit hours in most semesters and reaching as high as 465 credit hours in Fall 2025. The program has also produced multiple certificates and AAS graduates, demonstrating both student demand and successful program completion. Specifically, enrollment remained strong in recent terms, with 31 students enrolled in Spring 2025 and 25 students enrolled in Summer 2025. Credit hour production totaled 360 hours in Spring 2025 and 192 hours in Summer 2025, indicating continued student participation in transportation-related technical education. In addition, the program awarded industry-related credentials and degrees, further supporting student interest in automotive and diesel career pathways.

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		
	Support Staff	1	
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

One full-time Diesel Technology instructor will be hired with industry experience in heavy equipment or diesel repair. The full-time instructor will carry primary responsibility for all Diesel Technology lecture and laboratory courses, including curriculum delivery, lab supervision, equipment maintenance coordination, and program assessment. Adjunct support may be utilized as enrollment growth occurs or to provide specialized short-term instruction. Preferred qualifications include

specialized coursework or teaching experience in Diesel, Diesel Certification, and a minimum of six years of industry experience. Recruitment will target experienced diesel technicians from regional dealerships, fleet maintenance operations, and OEM-certified service centers. Hiring is planned prior to program launch to ensure full instructional readiness.

Equipment: The College has budgeted \$111,400 in Year 1 to purchase specialized equipment for the program through Perkins and institutional resources to supplement existing instructional resources and provide students with access to industry-standard diagnostic software, engine trainers, aftertreatment trainers, battery and charging system testers, and OEM diagnostic platforms.

Facilities: The Diesel Technology program will be housed in an existing college facility that provides the classroom, laboratory, and shop space necessary to support program implementation. Existing infrastructure and equipment currently available at the college will allow students to receive hands-on training in diesel engines, transmissions, electrical and electronic systems, diagnostics, preventive maintenance, and emissions systems. While the existing facility can support the instructional requirements of the program, building height limitations restrict certain indoor training activities involving heavy-duty trucks and equipment. To address these limitations, the program will utilize outdoor paved training areas, mobile lifting equipment, and other relocated heavy-duty equipment to provide practical training experiences. Existing college resources, including air compressors, alignment equipment, wheel balancers, tire service equipment, diagnostic scanners, engine trainers, and transmission trainers, will be relocated and integrated into the program as needed. WSD is also planning a future capital construction project that includes a dedicated Diesel Technology training facility. Once completed, the new facility will expand instructional capacity and provide additional specialized training space.

Library: The current status of WSD's library collection is sufficient to support the diesel technology program.

Other Costs: Additional costs associated with program implementation include marketing and student recruitment efforts, outreach to local high schools and career centers, and promotional materials to support program awareness. Funds will also support faculty training, initial curriculum development, and industry engagement activities to ensure program alignment with workforce needs.

Program Budget: The proposal projects that \$630,852 in new funds will be required to support the program over the first seven years. The program is expected to generate \$703,800 through tuition over the seven-year period and will require \$111,400 in Perkins funds and \$20,000 in reallocations.

Attachment 3

Wallace Community College - Dothan
Associate of Applied Science in Diesel Technology

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		15		
ENG 101	English Composition I	3		
SPH 106 or SPH 107	Fundamentals of Oral Communication OR Fundamentals of Public Speaking	3		
MTH 116	Mathematical Applications	3		
Area III	Math Elective	3		
PSY 200	General Psychology	3		
Program Courses and Required Electives		49		
ORI 101/ORT100	Orientation to College OR Orientation for Career Success	1		
DEM 104	Basic Engines	3		
DEM 105	Preventative Maintenance	3		
DEM 111	Braking Systems	3		
DEM 118	Industrial and Agricultural Equipment	3	Y	
DEM 123	Pneumatics and Hydraulics	3	Y	
DEM 124	Electronic Engine Systems	3	Y	
DEM 125	Manual Transmission/Transaxle	3	Y	
DEM 126	Advanced Engine Analysis	3	Y	
DEM 127	Fuel Systems	3	Y	
DEM 130	Electrical/Electronic Fundamentals	3	Y	
DEM 135	Heavy Vehicle Steering and Suspension	3	Y	
DEM 137	Heating, Air Conditioning/Refrigeration Systems	3	Y	
DEM 139	Diesel Emissions & After Treatment Systems	3	Y	
DEM 154	Vehicle Maintenance and Safe Operating Practices	3	Y	
DEM 156	CDL License Preparation	3		Y
DEM 234	Diesel Electronic Systems (Cab/Chassis)	3	Y	Y
Program Options (enter total credit hours from all options below)		0		
Free Electives		0		
Capstone/Internship/Practicum		0		
Total Credit Hours Required for Completion:		64		

DECISION ITEM: G-13a

Wallace Community College - Selma, Associate of Applied Science in Cybersecurity (CIP 11.1003)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Cybersecurity.

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

Implementation Date: The proposed program will be implemented in Summer 2027. Based on Commission policy, the proposed program must be implemented by June 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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2028-29 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 2028-29 through 2033-34 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).
3. That the existing AAS in Computer Science (CIP 11.0101) will maintain viability in keeping with the adopted graduation rates established in the Code of Alabama 16-5-8 (a)(2).
4. 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.

Wallace Community College – Selma (WSS) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 AAS in Cybersecurity will prepare graduates for positions included on the current Alabama In-Demand Occupations List, including information security analysts.
2. The program will emphasize practical, real-world skills through labs, simulations, and embedded professional certifications (e.g., CompTIA Security+, CompTIA Network+), making graduates job ready upon completion.
3. The program proposal includes letters of support from a local business and local chamber of commerce attesting to the need for the program.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Wallace State Community College – Selma proposal dated June 10, 2026, 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

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION:	Wallace Community College – Selma							
PROGRAM NAME:	Cybersecurity	CIP CODE:	11.1003					
SELECT LEVEL:	Associate of Applied Science							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS	\$104,825	\$107,551	\$110,166	\$112,781	\$115,393	\$118,009	\$120,625	\$789,350
EQUIPMENT								\$0
FACILITIES								\$0
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION								\$0
OTHER COSTS								\$0
TOTAL EXPENSES	\$104,825	\$107,551	\$110,166	\$112,781	\$115,393	\$118,009	\$120,625	\$789,350
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$123,840	\$123,840	\$123,840	\$123,840	\$123,840	\$123,840	\$123,840	\$866,880
EXTERNAL FUNDING								\$0
REALLOCATIONS								\$0
TOTAL REVENUES	\$123,840	\$123,840	\$123,840	\$123,840	\$123,840	\$123,840	\$123,840	\$866,880
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	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	15	15	15	15	15	15	15.00
PART-TIME ENROLLMENT HEADCOUNT		10	10	10	10	10	10	10.00
TOTAL ENROLLMENT HEADCOUNT		25	25	25	25	25	25	25.00
NEW ENROLLMENT HEADCOUNT		10	9	10	9	10	9	9.50
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	7	8	7	8	7	8	7.50

Attachment 2
Summary of Background Information

Wallace Community College - Selma
Associate of Applied Science in Cybersecurity

Role: The proposed program is within the instructional role for Wallace Community College - Selma (WSS).

Program Description: The proposed AAS in Cybersecurity is designed to teach students entry-level skills in networking and Cybersecurity. Students will learn IT and network fundamentals, AI in cybersecurity, how to monitor and protect assets, and gain an understanding of the mindset of hackers. This program will also prepare students for industry-recognized credentials, such as CompTIAA Security+. This program is designed to prepare students for immediate employment in entry-level positions in computer information systems.

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

1. Identify, analyze, and assess security risks and vulnerabilities in computer systems, networks, and applications using industry-standard tools and methodologies.
2. Design, implement, and maintain security controls, including firewalls, encryption, access controls, and intrusion detection systems to protect organizational assets.
3. Demonstrate the ability to perform basic ethical hacking techniques, conduct vulnerability assessments, and respond effectively to cybersecurity incidents following established protocols.
4. Apply legal, ethical, and professional standards in cybersecurity, including compliance with policies, regulations, and best practices in information assurance.

Administration: The program will be administered by the Dean, Lula Snowden; and the Department of Computer Information Systems/Business Education, Dr. Marilyn B. Hannah, Chair.

Public Review: The revised program proposal was posted on the Commission website from July 22, 2026 to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: Several ACCS colleges have developed standalone associate degree programs in Cybersecurity. Coastal Alabama Community College was approved to offer an AAS in Cybersecurity (CIP 11.1003) in March 2025; Drake State Community and Technical College was approved to offer an AAS in Cybersecurity (CIP 11.1003) in December 2025; and Wallace State Community College – Hanceville created a standalone AAS in Cybersecurity and Networking Technology (CIP 11.1003) in December 2025.

Relationship to Existing Coursework: Cybersecurity coursework is currently offered within WSS's AAS in Computer Science (CIP 11.0101). The proposed AAS in Cybersecurity will continue to share foundational courses, faculty, computer lab facilities, and technology resources currently utilized within its existing AAS, particularly in areas such as networking, operating systems, and information technology support. While the current AAS program provides a broad foundation in information technology, the Cybersecurity AAS will offer a more specialized pathway focused on cybersecurity, network defense, and information security. The addition of this program will provide students with an additional career-focused option aligned with current workforce needs and emerging industry trends, though it may draw some students away from the more general AAS at CIP 11.0101.

Collaboration: The College has explored collaborations with local businesses, industry representatives, and workforce partners to support the development of the proposed AAS in Cybersecurity. Input from the program's advisory board and regional employers has helped identify workforce needs, desired technical skills, and industry certification expectations for graduates entering cybersecurity and information

technology fields. The college will continue to strengthen partnerships with local industries and community stakeholders to support internship opportunities, workforce training initiatives, program promotion, and potential employment pathways for graduates. These collaborations will help ensure that the program remains aligned with current industry standards and regional workforce demands.

Programmatic Accreditation: There is no specialized accreditation process for associate-level programs in Cybersecurity.

Professional Certification/Licensure: The proposed AAS is not considered a professional licensure program, as state licensure is not required for entry-level employment. The program is designed to prepare students for several high-demand, industry-recognized certifications, such as CompTIA A+, CompTIA Network+, CompTIA Security+, Cisco Certified Support Technician (CCST) Cybersecurity. Coursework will integrate certification-focused content, hands-on labs, and practical assessments that mirror certification exam objectives. Students will have opportunities to sit for select certification exams as part of their coursework or shortly after course completion, enhancing their credentials prior to entering the workforce. Preparation for these certifications ensures that graduates possess validated, industry-relevant skills and are competitive for entry-level cybersecurity positions, while also supporting career advancement and lifelong learning in the field.

Admissions: Students must meet the admission requirements of the College.

Mode of Delivery: The proposed program will be offered through multiple delivery formats, including traditional in-person instruction, online courses, and hybrid formats combining face-to-face and online learning. These flexible delivery options are intended to increase student access and accommodate the needs of both traditional and nontraditional students, including working adults. At this time, the program is not designed as a competency-based education program; however, select coursework may incorporate competency-based assessments, hands-on labs, industry certification preparation, and practical skill demonstrations to evaluate student learning outcomes and technical proficiency.

Curriculum: Students may transfer in a maximum of 46 credit hours to the proposed program. Full-time students will be able to complete the program in four semesters and part-time students in six to eight semesters. WSS plans to develop 10 new courses to support the proposed program.

Curriculum Overview of Proposed Program	
Credit hours required in general education	15
Credit hours required in program courses & required electives	47
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	62

Work-Based Learning: Students will be required to demonstrate industry-validated skills through embedded industry-recognized certification preparation and assessment. The curriculum is aligned with nationally recognized industry standards and certification objectives, including certifications such as CompTIA A+, Network+, and Security+. Through hands-on labs, technical coursework, and practical skill demonstrations, students will develop competencies that reflect current workforce expectations and employer needs within the cybersecurity field.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations: Information Security Analysts (SOC 15-1212), which is included on the current Alabama Demand Occupations List, and Computer Network Support Specialists (SOC 15-1231), which may be referred to variously as cybersecurity technician, network support specialist, help desk analyst, and junior information security specialist. While additional experience, advanced certifications, or further education

may be beneficial for career advancement into higher-level cybersecurity positions, no additional education is required for graduates to obtain entry-level employment in the targeted occupations. The proposed program will address a significant workforce shortage in Alabama's information security and technology sectors. Cybersecurity is also identified as an emerging industry priority within Alabama's economic development efforts, including initiatives supported by Innovate Alabama and the Economic Development Partnership of Alabama. Cybersecurity professionals are in high demand with the US Bureau of Labor Statistics projecting a 32% growth for information security analysts through 2032. This program will strengthen Alabama's workforce pipeline by preparing students for entry-level cybersecurity roles through industry-aligned training, certification preparation, and hands-on learning, directly supporting regional economic development and employer needs. Recommendations from the program's advisory committee and community business leaders further support the need for a specialized Cybersecurity degree. The proposal included letters of support from the following individuals, citing employer demand for graduates with cybersecurity knowledge and skills:

- Sheryl Smedley, Executive Director, Selma and Dallas County Chamber of Commerce and Tourism Information
- Roger Blackmon, President, Computer & Data Network Services, Inc.

Student Demand: The projected student enrollment numbers were based on current enrollment trends in related Computer Information Systems (CIS) courses, which indicate sustained student interest in IT career pathways. The enrollment numbers for CIS 244: Intro to Cybersecurity indicate student demand for more specialized pathways in Cybersecurity.

Course	Fall 2025 Enrollment	Spring 2025 Enrollment
CIS 244 Intro to Cybersecurity	13	22
CIS 146 Microcomputer Applications	62	47
CIS 130 Intro to Computer Info Systems	64	70

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	4	
	Administration	1	
	Support Staff		
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty	1	
	Administration		
	Support Staff		

The College currently has sufficient faculty and instructional resources to support the proposed AAS in Cybersecurity and ensure program quality, integrity, and ongoing curriculum review. The program will initially be supported by existing full-time and part-time instructors within the Computer Information Systems area, along with plans to bring on an adjunct instructor with specialized knowledge and industry expertise in cybersecurity during the beginning stages of the program. As enrollment and program growth increases, the institution will add a dedicated full-time cybersecurity instructor to further support instruction, advising, assessment, curriculum development, and program

oversight. This phased approach will allow the College to efficiently meet instructional needs while maintaining high academic and program standards.

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

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

Library: No new library resources will be required for the proposed program

Program Budget: The proposal projects that \$789,350 in new funds for faculty will be required to support the program in the first seven years. It is expected to generate \$866,880 in tuition and fees over that same period.

Attachment 3

Wallace Community College - Selma
Associate of Applied Science in Cybersecurity

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL ? (Y)
General Education Courses		15		
	Humanities or Fine Arts Elective	3		
MTH 100 or higher	Intermediate College Algebra or higher	3		
SPH 106 or SPH 107	Fundamentals of Oral Communication or Fundamentals of Public Speaking	3		
ENG 101	English Composition	3		
	History or Social Science Elective	3		
Program Courses		47		
CIS 134	IT Fundamentals	3	Y	
CIS 146	Microcomputer Applications	3		
CIS 244	Introduction to Cybersecurity	3		
CIS 202	Python Programming	3	Y	
CIS 263	Computer Maintenance	3	Y	
CIS 185	Computer Ethics	3		
CIS 171	Linux I	3		
CIS 270	Cisco CCNA I	3	Y	
CIS 271	Cisco CCNA II	3	Y	
CIS 280	Network Security	3		
CIS 246	Ethical Hacking	3	Y	
CIS 155	Cyber Defense	3	Y	
CIS 161	Security Analysis	3	Y	
CIS 282	Computer Forensic	3	Y	
CIS 294	Special Topics	3	Y	
ORI 101	Orientation	2		
Program Options (enter total credit hours from all options below)		0		
Program Electives (select six courses from the following)		0		
Capstone/Internship/Practicum		0		
Total Credit Hours Required for Completion:		62		

DECISION ITEM: G-13b

Wallace Community College - Selma, Associate of Applied Science in Mechatronics (CIP 15.0407)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Mechatronics.

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

Implementation Date: The proposed program will be implemented Spring 2027. Based on Commission policy, the proposed program must be implemented by January 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.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2028-29 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 2028-29 through 2033-34 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).
3. That the existing AAS/CER in Industrial Maintenance Technology (CIP 47.0303) maintains viability in keeping with the adopted graduation rates established in the Code of Alabama 16-5-8 (a)(2).
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on professional certifications, related employment, and/or acceptance into a baccalaureate program.

Wallace Community College - Selma (WSS) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 AAS in Mechatronics is designed to prepare graduates for employment in occupations on the current Alabama Demand Occupations List, such as Industrial Machinery Mechanics.
2. The proposed program will not require any new courses to be developed and can be implemented with minimal start-up costs.
3. This proposal includes two letters of support from local business and industry, both attesting to the need for the program and willingness to partner 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. Wallace Community College – Selma proposal dated June 10, 2026, 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. 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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	Wallace Community College - Selma							
PROGRAM NAME:	Mechatronics						CIP CODE:	15.0407
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
PERSONNEL SALARIES & BENEFITS								\$0
EQUIPMENT								\$0
FACILITIES								\$0
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION								\$0
OTHER COSTS	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
TOTAL EXPENSES	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
TUITION + FEES	\$16,848	\$28,080	\$31,824	\$35,568	\$39,312	\$41,184	\$46,800	\$239,616
EXTERNAL FUNDING								\$0
REALLOCATIONS								\$0
TOTAL REVENUES	\$16,848	\$28,080	\$31,824	\$35,568	\$39,312	\$41,184	\$46,800	\$239,616
ENROLLMENT PROJECTIONS								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	10	12	14	16	17	20	14.83
PART-TIME ENROLLMENT HEADCOUNT		10	10	10	10	10	10	10.00
TOTAL ENROLLMENT HEADCOUNT		20	22	24	26	27	30	24.83
NEW ENROLLMENT HEADCOUNT		5	7	17	9	8	22	11.33
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	5	9	6	6	14	6	7.67

Attachment 2
Summary of Background Information

Wallace Community College - Selma
Associate of Applied Science in Mechatronics

Role: The proposed program is within the instructional role for Wallace Community College - Selma (WSS).

Program Description: The proposed Mechatronics program will prepare students for employment in advanced manufacturing, industrial maintenance, automation, and electrical technology fields. The program will provide hands-on training in electrical systems, programmable logic controllers (PLCs), motor controls, hydraulics, pneumatics, robotics, and industrial troubleshooting. Students will develop technical and problem-solving skills aligned with current industry standards and workforce demands. Graduates will be prepared for entry-level careers as industrial maintenance technicians, electrical technicians, automation technicians, and related occupations in high-demand industrial sectors throughout Alabama and the surrounding region.

Student Learning Outcomes: Learning outcomes for graduates of the program include the following abilities:

1. Demonstrate the ability to analyze and apply basic DC electrical concepts, including voltage, current, resistance, and Ohm's Law, with at least 70% accuracy as measured by written examinations, laboratory exercises, and problem-solving assessments.
2. Demonstrate the ability to identify and apply industrial maintenance safety procedures, including hazard recognition, lockout/tagout practices, and personal protective equipment requirements, with 70% accuracy as measured by written tests and performance-based assessments.
3. Demonstrate the ability to accurately use mechanical measuring instruments and interpret measurement data with 70% accuracy as measured by written tests, laboratory exercises, and practical evaluations.
4. Demonstrate the ability to create, modify, and troubleshoot basic robotic programs and operations with 70% accuracy as measured by programming assignments, laboratory exercises, and written assessments.
5. Demonstrate the ability to analyze and apply industrial automatic control concepts, including sensors, actuators, and control systems, with 70% accuracy as measured by written tests, laboratory exercises, and troubleshooting activities.
6. Demonstrate the ability to interpret, wire, and troubleshoot industrial motor control circuits and components with 70% accuracy as measured by written examinations, laboratory exercises, and practical assessments.

Administration: The program will be administered by Dr. Tammie Briggs, Dean; and the Department of Industrial Maintenance/ Technical, Matilda Williams, Chair.

Public Review: The program was posted on the Commission website from July 22, 2026 to August 10, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following ACCS institutions offer degree programs in Mechatronics or closely related fields:

- Coastal Alabama Community College, AAS in Mechatronics (CIP 15.0407)
- Southern Union State Community College, AAS/CER in Mechatronics (CIP 15.0407)

- Jefferson State Community College, AAS/CER in Manufacturing and Technology (CIP 15.0000), with concentration in Mechatronics.
- Wallace State Community College – Hanceville, AAS/CER in Industrial Electronics Technology/Robotics and Automation (CIP 15.0406).

Relationship to Existing Coursework: The proposed program will integrate coursework offered under the existing AAS/CER Industrial Maintenance Technology (CIP 47.0303) with the existing AAS/CER in Electrical Technology (CIP 46.0302) into a unified training pathway. It will utilize existing facilities, enhanced with upgraded equipment and the addition of electrical training systems. The Mechatronics program will build upon and be closely aligned with current program offerings, but it may attract students who would otherwise pursue a degree in Industrial Maintenance Technology.

Collaboration: The program has explored and will continue to strengthen collaborations with local industries and workforce partners. These partnerships have supported advisory committee engagement, curriculum development, and alignment with current workforce needs. Industry partners have provided input on equipment selection, will offer internship and work-based learning opportunities, and assist with job placement for graduates.

Professional Certification/Licensure: The proposed program is not considered a professional licensure program. Students will earn National Coalition of Certification Centers (NC3 Industry Certification) certifications aligned with industrial maintenance, electrical technology, and advanced manufacturing competencies. They will also complete OSHA 10 training to develop workplace safety knowledge and awareness consistent with industry safety standards.

Admissions: Students must meet the admission requirements of the College.

Mode of Delivery: The program coursework will be taught in-person on the main campus and at the West Alabama Regional Training Center off-campus site located at 1701 US-43, Demopolis, Alabama.

Curriculum: Full-time students will be able to complete the program in five semesters and part-time students in seven semesters.

Curriculum Overview of Proposed Program	
Credit hours required in general education	20
Credit hours required in program courses & required electives	42
Credit hours in program options (concentrations/specializations/tracks)	0
Credit hours in free electives	0
Credit hours in required capstone/internship/practicum	0
Total Credit Hours Required for Completion	62

The curriculum will incorporate hands-on instruction in programmable logic controllers (PLCs), motor controls, electrical systems, hydraulics, pneumatics, robotics, and industrial troubleshooting, ensuring students gain skills aligned with current industry standards and employer expectations.

Work-Based Learning: There are no specific requirements for work-based learning in the proposed program; however, WSS actively pursues apprenticeship opportunities in collaboration with industry in all Career Technical programs.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations: Industrial Machinery Mechanics (SOC 49-9041, included on the current Alabama Demand Occupations List); Electro-Mechanical and Mechatronics Technologists and Technicians (SOC 17-3024); and Electromechanical Equipment Assemblers (SOC 51-2023). According to the Economic Development Partnership of Alabama (EDPA), the state's economic growth is driven by advanced manufacturing, automotive production, and industrial operations, all of which require a highly skilled technical workforce capable of maintaining and supporting automated systems. These occupations are identified as high demand due to ongoing industry expansion, increased automation, and workforce shortages resulting

from retirements and evolving technology. The proposal included letters of support from the following local employers, attesting to the need for the program: Henry Brick Company and SDAC Construction and Development.

Student Demand: Current enrollment in related technical programs reflects strong student interest in these areas, with 25 students enrolled in Industrial Maintenance. These courses serve as a strong pipeline for the proposed program and demonstrate increasing demand for hands-on technical training.

Courses	INT101, INT102, INT113, INT118, INT121
2024 Enrollment	20
2025 Enrollment	22
2026 Enrollment	25

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		
	Support Staff		
New to be Hired	Full-Time Faculty		
	Part-Time Faculty		
	Administration		
	Support Staff		

Wallace Community College -Selma has the faculty and instructional resources necessary to support the proposed Mechatronics program, maintain program quality, and ensure ongoing curriculum review. The program will be staffed by existing full-time faculty, who currently teach 66 credit hours within the existing Industrial Maintenance program. Since the proposed Mechatronics program requires 62 credit hours, faculty workloads will remain unchanged. To accommodate the new program, certain courses were removed from the existing INT curriculum and replaced with automation-focused courses aligned with the Mechatronics program.

Equipment: No new equipment purchases are anticipated.

Facilities: No new facilities or modifications are required.

Library: No new library purchases are anticipated.

Accreditation and Other: The Mechatronics Program will require a variety of instructional materials and consumable supplies to support laboratory activities and hands-on training. The College has budgeted \$10,000 in Year 1 for these and any SACSCOC accreditation-related expenses.

Program Budget: The proposal projects that \$10,000 in new funds will be required to start the new program over the first seven years. The program is expected to generate \$239,616 in tuition in that same period.

Attachment 3

Wallace Community College - Selma
Associate of Applied Science in Mechatronics

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		20		
ORI 101	Orientation to College	2		
CIS 146	Microcomputer Application	3		
ENG 101	English Composition	3		
SPH 107	Public Speaking	3		
PSY 107	Human Growth and Development	3		
MTH 116	Mathematical Applications	3		
PSY 200	Social/Behavioral Science	3		
Program Courses and Required Electives		42		
INT 101	DC Fundamentals	3		
INT 103	AC Fundamentals	3		
INT 112	Industrial Maintenance Safety Procedure	3		
INT 113	Industrial Motor Control I	3		
INT 117	Principal of Industrial Mechanics	3		
INT 118	Fundamentals of Industrial Hydraulics & Pneumatics	3		
INT 119	Mechanical Measurement & Technical Drawing	3		
INT 126	Preventive Maintenance	3		
INT 127	Principles of Industrial Pumps and Piping Systems	3		
INT 139	Introduction to Robotic Programming	3		
INT 207	Industrial Automatic Controls	3		
INT 213	Industrial Motor Control II	3		
INT 284	Applied Principles of Programming Control	3		
INT 288	Advanced Principles of Programming Control	3		
Program Options (enter total credit hours from all options below)		0		
Free Electives		0		
Capstone/Internship/Practicum		0		
Total Credit Hours Required for Completion:		62		

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, September 11, 2026

INFORMATION ITEM: H-1

Distribution of 2026-2027 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 2026-2027 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 2027 – 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. 2026-2027 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

University of Alabama

- Post-Baccalaureate Certificate in Computation and Society (CIP 30.5202, Level 6)
- Post-Baccalaureate Certificate in Population Health Policy and Advocacy (CIP 51.2299, Level 6)

University of Alabama at Birmingham

- Short-Term Certificate in Industrial/Organizational Psychology (CIP 42.2804, Level 1b)

University of North Alabama

- Short-Term Certificate: AI Applications in Business Micro-Credential (CIP 11.0102, Level 1b)
- Short-Term Certificate in Business and Sustainability (CIP 30.4401, Level 1b)

University of South Alabama

- Post-Baccalaureate Certificate in Research and Grants Administration (CIP 44.0499, Level 6)

Two-Year Institutions

Lawson State Community College

- Short-Term Certificate in General Studies
(CIP 24.0102, Level 1b)
- Short-Term Certificate in Kinesiology/Exercise Science
(CIP 31.0507, Level 1b)
- Short-Term Certificate in Health Information Technology –
Medical Coding (CIP 51.0707, Level 1b)

Shelton State Community College

- Short-Term Certificate in Business – Management
(CIP 52.0201, Level 1b)
- Short-Term Certificate in Business -- Accounting
(CIP 52.0302, Level 1b)
- Short-Term Certificate in Business -- Finance
(CIP 52.0801, Level 1b)
- Short-Term Certificate in Business -- Human Resource
Management (CIP 52.1001, Level 1b)
- Short-Term Certificate in Business -- Data Analytics
(CIP 30.7101, Level 1b)
- Short-Term Certificate in Business – Marketing
(CIP 52.1401, Level 1b)

Trenholm State Community College

- Short-Term Certificate in Welding Fabrication
(CIP 48.0508, Level 1b)
- Short-Term Certificate in Hospitality Manager
(CIP 52.0909, Level 1b)
- Short-Term Certificate in Hospitality Specialist
(CIP 52.0909, Level 1b)

Wallace State Community College--Dothan

- Short-Term Certificate in Early Childhood Educator Pathway
(CIP 19.0708, Level 1b)
- Short-Term Certificate in Medical Laboratory Assistant
(CIP 51.0802, Level 1b)
- Short-Term Certificate in Banking and Finance
(CIP 52.0803, 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

UNIVERSITY OF ALABAMA

Post-Baccalaureate Certificate in Computation and Society (CIP 30.5202, Level 6)

Offered by the Department of Religious Studies within the Barefield College of Arts and Sciences, the Post-Baccalaureate Certificate in Computation and Society provides students with interdisciplinary training in the application of digital technologies and computational methods to research, analyze, interpret, and communicate questions in the humanities. Through a flexible curriculum of required and elective coursework, students develop expertise in digital research methods, data management, text analysis, cultural analytics, digital archives, geospatial technologies, network analysis, data visualization, machine learning, and other emerging digital tools. The program emphasizes the integration of technology with disciplines such as history, literature, art, anthropology, and cultural studies while preparing students to engage diverse audiences through digital scholarship and public humanities initiatives. Graduates will be equipped with the knowledge and practical skills needed to conduct innovative humanities research and pursue careers in higher education, libraries, museums, archives, cultural institutions, nonprofit organizations, government, and technology-related fields. The proposed delivery format is 100% in-person. This certificate requires 12 credit hours.

Post- Baccalaureate Certificate in Population Health Policy and Advocacy (CIP 51.2299, Level 6)

Offered by the Department of Community Medicine and Population Health within the College of Community Health Sciences, the Population Health Policy and Advocacy Micro-Certificate provides graduate students with foundational knowledge and practical skills to understand the evolving health policy landscape and advocate for evidence-based policy solutions that improve population health. Through a curriculum consisting of core coursework in population health science and health policy, complemented by elective study in interprofessional communication or healthcare finance and reimbursement, students examine the development, implementation, and evaluation of health policy at the local, state, and national levels. The program emphasizes policy analysis, interdisciplinary collaboration, and strategic advocacy to prepare graduates to promote evidence-based initiatives and contribute to policy development across a variety of healthcare and public health settings. The proposed delivery format is 100% online. This certificate requires 9 credit hours.

UNIVERSITY OF ALABAMA AT BIRMINGHAM

Short-Term Certificate in Industrial/Organizational Psychology (CIP 42.2804, Level 1b)

Offered by the Department Psychology within the College of Arts and Sciences, in collaboration with the Collat School of Business, the Undergraduate Certificate in Industrial/Organizational Psychology provides students with an interdisciplinary foundation in the scientific study and application of psychological principles to workplace and organizational settings. The curriculum integrates concepts from psychology and business to examine individual and group behavior, organizational theory, motivation, leadership, personnel selection, training and development, organizational change, employee well-being, and workplace performance. Students develop knowledge and skills in organizational behavior, human resource management, assessment, and evidence-based decision-making while gaining an understanding of the psychological principles that influence workplace effectiveness. The certificate prepares students for careers in human resources, talent management, organizational development, employee training, consulting, and related business fields. It also provides a strong foundation for graduate study in industrial/organizational psychology, business, and related disciplines. This 18-credit-hour program will be delivered in multiple formats, including in-person and online.

UNIVERSITY OF NORTH ALABAMA

Short-Term Certificate: AI Applications in Business Micro-Credential (CIP 11.0102, Level 1b)

Offered by the Department of Computer Science and Information Systems within the Sanders College of Business and Technology, the Artificial Intelligence Micro-Credential provides students with foundational knowledge and practical skills in artificial intelligence, intelligent systems, and their application across business and technology disciplines. The curriculum introduces information systems, programming, artificial intelligence applications, and AI agents, while emphasizing the ethical, strategic, and practical use of AI technologies to support decision-making, problem-solving, and organizational innovation. Students develop competencies in applying artificial intelligence tools to areas such as accounting, marketing, sales, finance, and data analytics while examining the opportunities, challenges, and ethical considerations associated with emerging AI technologies. The micro-credential prepares students and working professionals to integrate artificial intelligence into a variety of professional settings and provides a foundation for continued study in computing, business, and related disciplines. This program will be delivered in multiple formats including in-person and online. The certificate requires 9 credit hours.

Short-Term Certificate in Business and Sustainability (CIP 30.4401, Level 1b)

Offered by the Department of Geoscience within the College of Arts, Sciences, and Engineering, the Undergraduate Certificate in Sustainability for Business provides students with an interdisciplinary foundation in sustainability principles and their application to business management, marketing, and entrepreneurship. The curriculum examines environmental, economic, and social dimensions of sustainability through coursework in sustainable earth systems, climate change, water resources, energy, sustainable agriculture, waste management, economic geography, and geographic information systems. Students integrate sustainability concepts with business principles to develop practical, evidence-based solutions to environmental and organizational challenges. The certificate prepares students to incorporate sustainable practices into business decision-making and organizational strategy while complementing undergraduate study in business-related disciplines. This program will be delivered in multiple formats including in-person and online. The certificate requires 17 credit hours.

UNIVERSITY OF SOUTH ALABAMA

Post-Baccalaureate Certificate in Research and Grants Administration (CIP 44.0499, Level 6)

Offered by the Department of Political Science and Criminal Justice within the College of Arts and Sciences, the Graduate Certificate in Research and Grants Administration provides graduate students and working professionals with specialized knowledge and practical skills in research administration and grants management. The curriculum emphasizes grant development, proposal writing, budgeting, financial management, compliance, post-award administration, and public policy within public, nonprofit, healthcare, and higher education settings. Students develop competencies in managing the full grant lifecycle, including proposal development, award administration, reporting, regulatory compliance, and strategic resource management while examining principles of public administration, public budgeting, and human resource management. The certificate prepares graduates to effectively administer externally funded programs and pursue careers in research administration, grants management, public service, nonprofit leadership, and governmental organizations. This program will be delivered in multiple formats, including in-person and online. The certificate requires 12 credit hours.

TWO-YEAR INSTITUTIONS

LAWSON STATE COMMUNITY COLLEGE (LAW)

Short-Term Certificate in General Studies (CIP 24.0102, Level 1b)

The Short-Term Certificate in General Studies provides students with a broad academic foundation in general education that supports continued educational achievement, career advancement, and lifelong learning. The curriculum develops essential knowledge and skills in communication, mathematics, natural sciences, social and behavioral sciences, and critical thinking, while fostering intellectual growth and academic readiness. Completers are prepared to continue their education at Lawson State Community College or transfer to four-year institutions while developing the foundational competencies needed for success in higher education, the workforce, and an evolving global society. This program will be delivered in multiple formats, including in-person and online. The certificate requires 29 credit hours.

Short-Term Certificate in Kinesiology/Exercise Science (CIP 31.0507, Level 1b)

The Short-Term Certificate in Kinesiology–Exercise Science provides students with foundational knowledge and practical skills in exercise science, physical fitness, and wellness promotion. The curriculum integrates coursework in human anatomy and physiology, medical terminology, personal and community health, nutrition, safety and first aid, athletic injury prevention, and fitness principles to prepare students to promote healthy lifestyles and design safe, effective exercise programs. Students develop competencies in fitness assessment, exercise instruction, injury prevention, and health promotion while gaining an understanding of the scientific principles that support physical activity and wellness. The certificate prepares graduates for entry-level employment in fitness centers, wellness programs, community recreation, corporate fitness, and related health and wellness settings. It also provides a foundation for continued education in kinesiology, exercise science, and allied health disciplines. This program will be delivered in multiple formats including in-person and online. The certificate requires 22 credit hours.

Short-Term Certificate in Health Information Technology – Medical Coding (CIP 51.0707, Level 1b)

The Short-Term Certificate in Health Information Technology – Medical Coding provides students with the knowledge and technical skills required for entry-level careers in medical coding and health information management. The curriculum emphasizes diagnostic and procedural coding systems, healthcare documentation, reimbursement methodologies, electronic health records, and regulatory compliance while developing proficiency in the use of ICD-10-CM, CPT, and HCPCS coding systems. Students gain foundational knowledge in anatomy and physiology, medical terminology, pharmacology, healthcare data management, and coding principles, while learning to accurately assign medical codes and support revenue cycle operations. The certificate prepares graduates for employment in hospitals, physician practices, outpatient clinics, insurance organizations, and other healthcare settings and supports eligibility for nationally recognized medical coding certification examinations. This program will be delivered in multiple formats, including in-person and online. The certificate requires 25 credit hours.

SHELTON STATE COMMUNITY COLLEGE (SHC)

Short-Term Certificate in Business – Management (CIP 52.0201, Level 1b)

The Short-Term Certificate in Business – Management provides students with a foundational understanding of business operations, management principles, and entrepreneurship. The curriculum introduces core concepts in business, management, leadership, organizational behavior, business communication, and small business management while developing the knowledge and skills necessary to support organizational success. Students examine the functions of planning, organizing, leading, and

controlling; strengthen professional written and oral communication skills; and explore the fundamentals of small business development, including business planning, budgeting, marketing, and legal considerations. The certificate prepares graduates for entry-level employment in business and administrative settings and provides a foundation for continued study in business administration, management, and related disciplines. The proposed delivery format is hybrid and online. This certificate requires 12 credit hours.

Short-Term Certificate in Business – Accounting (CIP 52.0302, Level 1b)

The Short-Term Certificate in Business – Accounting provides students with foundational knowledge and technical skills in financial and managerial accounting, bookkeeping, payroll accounting, individual income tax preparation, and computerized accounting systems. The curriculum emphasizes the application of accounting principles to record, analyze, and interpret financial information while developing proficiency in accounting software, financial reporting, payroll processing, and tax preparation. Students gain practical experience using industry-standard accounting practices to support business operations and financial decision-making. The certificate prepares graduates for entry-level employment in accounting, bookkeeping, payroll, and other financial support positions and provides a foundation for continued study in accounting, business administration, and related disciplines. The proposed delivery format is hybrid and online. This certificate requires 12 credit hours.

Short-Term Certificate in Business – Finance (CIP 52.0801, Level 1b)

The Short-Term Certificate in Business – Finance provides students with foundational knowledge and practical skills in financial management, personal finance, investments, and financial institutions. The curriculum introduces fundamental principles of budgeting, financial planning, resource allocation, financial markets, and investment decision-making while developing an understanding of the role of financial systems and institutions in the economy. Students apply financial concepts and analytical tools to evaluate financial information, perform financial calculations, and support informed business and personal financial decisions. The certificate prepares graduates for entry-level employment in banking, financial services, business, and related industries and provides a foundation for continued study in finance, business administration, and related disciplines. The proposed delivery format is hybrid and online. This certificate requires 12 credit hours.

Short-Term Certificate in Business – Human Resource Management (CIP 52.1001, Level 1b)

The Short-Term Certificate in Business – Human Resource Management provides students with foundational knowledge and practical skills in human resource management, supervision, and organizational leadership. The curriculum introduces the principles of management, employee relations, workplace communication, and human resource administration while developing an understanding of recruitment, selection, training, performance management, and employee development. Students examine supervisory responsibilities, organizational behavior, motivation, and professional communication to support effective workforce management and organizational success. The certificate prepares graduates for entry-level employment in human resources, administrative support, and supervisory roles across a variety of business and organizational settings and provides a foundation for continued study in human resource management, business administration, and related disciplines. The proposed delivery format is hybrid and online. This certificate requires 12 credit hours.

Short-Term Certificate in Business – Data Analytics (CIP 30.7101, Level 1b)

The Short-Term Certificate in Business – Data Analytics provides students with foundational knowledge and practical skills in business analytics, data management, and data-driven decision-making. The curriculum introduces core concepts in management information systems, statistical analysis, database management, and business intelligence while developing proficiency in data visualization, data analysis, and industry-standard software tools, including Excel and SQL. Students learn to collect, organize, analyze, and interpret business data to generate actionable insights and support organizational decision-

making. The certificate prepares graduates for entry-level positions involving business data analysis and information management, supports preparation for the CompTIA Data+ certification, and provides a foundation for continued study in business analytics, information systems, and related disciplines. The proposed delivery format is hybrid and online. This certificate requires 12 credit hours.

Short-Term Certificate in Business – Marketing (CIP 52.1401, Level, 1b)

The Short-Term Certificate in Business – Marketing provides students with foundational knowledge and practical skills in marketing principles, business communication, and market analysis. The curriculum introduces core concepts in marketing strategy, consumer behavior, market research, product and service marketing, pricing, distribution, and customer relationship management while developing an understanding of how organizations identify target markets and create value in competitive business environments. Students examine the role of marketing in organizational success and strengthen their communication and analytical skills to support effective marketing decisions. The certificate prepares graduates for entry-level employment in marketing, sales, customer service, retail, and related business fields and provides a foundation for continued study in marketing, business administration, and related disciplines. The proposed delivery format is hybrid and online. This certificate requires 12 credit hours.

TRENHOLM STATE COMMUNITY COLLEGE (TRE)

Short-Term Certificate in Welding Fabrication (CIP 48.0508, Level 1b)

The Short-Term Certificate in Welding Fabrication provides students with foundational knowledge and technical skills in welding fabrication and metal joining processes for manufacturing, construction, and industrial applications. The curriculum emphasizes blueprint reading, gas metal arc welding, flux-cored arc welding, gas tungsten arc welding, carbon steel fabrication, aluminum fabrication, and safe welding practices while developing proficiency in the use of industry-standard equipment and fabrication techniques. Students learn to interpret technical drawings, fabricate and assemble metal components, and apply welding processes in accordance with established safety standards and industry specifications. The certificate prepares graduates for entry-level employment in welding, metal fabrication, manufacturing, construction, and related industrial occupations and provides a foundation for continued education in welding technology and advanced manufacturing. The proposed delivery format is 100% in-person. This certificate requires 15 credit hours.

Short-Term Certificate in Hospitality Manager (CIP 52.0909, Level 1b)

The Short-Term Certificate in Hospitality Manager provides students with foundational knowledge and practical skills in hospitality operations, tourism, food service, and restaurant management. The curriculum introduces the principles of hospitality management, food and beverage operations, hospitality law, sanitation and safety, tourism planning, purchasing and cost control, marketing, and restaurant supervision while developing the leadership, communication, and customer service skills essential for success in the hospitality industry. Students examine operational, financial, legal, and ethical practices that support effective management and high-quality guest experiences across a variety of hospitality settings. The certificate prepares graduates for entry-level employment and career advancement in hotels, restaurants, resorts, tourism organizations, event venues, and other hospitality and service-related businesses and provides a foundation for continued study in hospitality management and related disciplines. The proposed delivery format is 100% in-person. This certificate requires 26 credit hours.

Short-Term Certificate in Hospitality Specialist (CIP 52.0909, Level 1b)

The Short-Term Certificate in Hospitality Specialist provides students with foundational knowledge and practical skills in hospitality operations, food service, tourism, and restaurant management. The curriculum introduces the principles of the hospitality industry, sanitation and food safety, hospitality law, cultural and geographic influences on tourism, and restaurant operations while developing the communication, leadership, and supervisory skills needed to deliver high-quality guest experiences. Students examine legal, ethical, and operational practices that support safe, efficient, and customer-

focused hospitality services in a variety of settings. The certificate prepares graduates for entry-level employment in restaurants, hotels, resorts, tourism organizations, and other hospitality and service-related businesses and provides a foundation for continued study in hospitality management and related disciplines. The proposed delivery format is 100% in-person. This certificate requires 14 credit hours.

WALLACE COMMUNITY COLLEGE -- DOTHAN (WSD)

Short-Term Certificate in Early Childhood Educator Pathway (CIP 19.0708, Level 1b)

The Short-Term Certificate in Early Childhood Educator Pathway provides students with foundational knowledge and practical skills to support the care, education, and development of young children in early childhood settings. The curriculum emphasizes child growth and development, early childhood education, language and literacy development, children's health and nutrition, inclusive practices, and family and community engagement while preparing students to create safe, nurturing, and developmentally appropriate learning environments. Students develop competencies in implementing effective instructional practices, supporting the developmental needs of diverse learners, and fostering positive relationships with children and families. The certificate prepares graduates for employment as teachers in private preschool programs and as auxiliary teachers in Alabama First Class Pre-K programs. The proposed delivery format is 100% online. This certificate requires 18 credit hours.

Short-Term Certificate in Medical Laboratory Assistant (CIP 51.0802, Level 1b)

The Short-Term Certificate in Medical Laboratory Assistant provides students with the foundational knowledge and technical skills required to support clinical laboratory operations in a variety of healthcare settings. The curriculum emphasizes laboratory safety, specimen collection and processing, waived laboratory testing, quality assurance, infection control, and professional communication while developing proficiency in laboratory techniques and clinical procedures. Students gain hands-on experience through classroom instruction and supervised clinical practice, preparing them to accurately collect, prepare, and process specimens while adhering to ethical, legal, and regulatory standards. The certificate prepares graduates for entry-level employment in hospitals, physician offices, clinics, reference laboratories, and other healthcare facilities and supports eligibility to sit for national certification examinations offered by the American Society for Clinical Pathology (ASCP) and the American Medical Technologists (AMT). The proposed delivery format is 100% online. This certificate requires 13 credit hours.

Short-Term Certificate in Banking and Finance (CIP 52.0803, Level 1b)

The Short-Term Certificate in Banking and Finance provides students with foundational knowledge and practical skills in banking operations, financial services, and customer relationship management. The curriculum introduces principles of banking, banking law, money and banking, personal finance, business operations, office management, and microcomputer applications while developing an understanding of financial transactions, loan documentation, regulatory compliance, and customer service within financial institutions. Students gain the technical and professional competencies needed to support lending, deposit operations, account services, and other financial service functions. The certificate prepares graduates for entry-level employment in banks, credit unions, and other financial institutions and provides a stackable pathway to the Associate of Applied Science in Banking and Finance. This program will be delivered in multiple formats including in-person and online. The certificate requires 18 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>
Alabama A&M University	BA	Communications Media	40.0202 09.0199
University of North Alabama	BA/BS BA	Art	50.0701
University of West Alabama	BA/BS	Politics and Justice Political Science	45.1001
Reid State Community College	AAT/CER AAS/CER	Office Administration Business Administration Technology	52.0401
Reid State Community College	AAT/CER AAS/CER	Industrial Electronics Technology Industrial Electricity/Electronics Technology	47.0105
Reid State Community College	AOT AAS	Occupational Technology Welding	30.9999 48.0508
Reid State Community College	AAT AAS	Childcare Development Childcare Education and Development	19.0708
Reid State Community College	AAT/CER AAS/CER	Computer Science Computer Information Science	11.0101

B. Changes in Program Status

Institutions may change the status of existing degree programs within the Academic Program Inventory with prior notification to the Commission. When a program's status is changed from active to deleted or to inactive, an 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.

- **Troy University**, BS in Occupational Education (CIP 13.1319) – Deletion Requested
- **University of North Alabama**, BS in Health and Fitness (CIP 31.0501) -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>
NONE			

B. Changes in Program Status

Placing certificate programs on inactive or deleted status requires prior notification to ensure that the Academic Program Inventory remains up to date.

- **Auburn University**, Post-Baccalaureate in Inclusive Elementary Education Practices (CIP 13.1099) – Deletion Requested
- **Auburn University**, Post-Baccalaureate in Interventions for Students (CIP 13.1099) – Deletion Requested
- **Jacksonville State University**, Short-Term Certificate: Criminology and Justice in a Diverse Society Micro-Credential (CIP 45.1199, Level 1b) – Deletion Requested
- **Jacksonville State University**, Short-Term Certificate: Micro-Credential in Equity and Diversity (CIP 45.1199, Level 1b) – Deletion Requested
- **Jacksonville State University**, Short-Term Certificate: Healthcare Systems and Society Micro-Credential (CIP 45.1199, Level 1b) – 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 State University

1. Addition of an Option in Recording Technology within the BA in Music (CIP 50.0901)

Troy University

1. Addition of Options within the DNP in Nursing (CIP 51.3818)
 - a. Nurse Educator (BSN to DNP Pathway)
 - b. Nurse Educator (Specialty to DNP Pathway)

University of Alabama at Birmingham

1. Addition of an Option in AI for Healthcare Leaders within the DSc in Healthcare Leadership (CIP 51.0701)
2. Addition of a Pathway in Nurse Education Administration within DNP in Nursing (CIP 51.3818)

University of North Alabama

1. Addition of an Option in Musical Theatre within the BFA in Cinematic Arts and Theatre (CIP 50.0501)

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.

Auburn University

1. Updates to program core and elective requirements for Thesis and Non-Thesis Tracks within the MS in Materials Engineering (CIP 14.1801)
2. Updates to learning outcomes, program structure, and course requirements for the BME in Materials Engineering (CIP 14.1801)
3. Updates to program structure, program core, and elective coursework for the PhD in Nutrition (CIP 30.1901), including the introduction of elective tracks in Basic Science and Applied Science

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.

NONE

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 Montevallo**, Establishment of the College of Health Professions to include the following minor units of instruction:
 - i. Department of Nursing and Health Sciences, including degree programs in Exercise and Nutrition Sciences, which had been offered under the College of Education and Human Development
 - ii. Department of Social Work and Speech Language Pathology, which had been organized under the College of Arts and Sciences

B. Changes to Minor Units of Instruction

- **Alabama A&M**, Establishment of the Department of Sport Management
- **Auburn University at Montgomery**, Reorganization of the Department of Economics from the College of Liberal Arts and Social Sciences to the College of Business
- **Jacksonville State University**, Reclassification of the Student Success Center from a unit of administration to a minor unit of instruction
- **University of South Alabama**, Establishment of the Department of Nurse Anesthesia within the College of Nursing

C. Changes to Non-Instructional Academic Units

- **Jacksonville State University**, Establishment of the Center for Leadership and American Principles as a non-instructional academic unit of public service

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:

Alabama A&M

- MEd in Special Education (CIP 13.1001)

Auburn University

- Post-Bacc in Transition Specialist (CIP 13.1099)

University of Alabama at Birmingham

- BGS in General Studies (CIP 24.0102)
- BS in Medical Sociology (CIP 45.1101)
- BA in Sociology (CIP 45.1101)
- DSc in Healthcare Leadership (CIP 51.0701)

University of West Alabama

- BA/BS in Health Sciences (CIP 51.0000)

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-7

Modification of Approved Off-Campus Site with Academic Programs:
Trenholm State Community College, Executive Park,
4520 Executive Park Drive, Montgomery

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Trenholm State Community College (TRE) notified ACHE of its intent to modify program offerings at its off-campus site located at 4520 Executive Park Drive, Montgomery, Alabama 36116 to add the Child and Human Development program to the approved list.

The site is located in Montgomery County, which is within the recognized service area for TRE. The Executive Park off-campus site was approved by the Commission on December 12, 2025.

Beginning January 2027, the College intends to offer the following additional academic program at the Executive Park site: AAS/CER in Child and Human Development (CIP 19.0708). Since the Executive Park Site has already been approved by the Commission, and since no other college offers a similar program within Montgomery County, the Commission can accept this change as an information item.

Supporting Documentation:

1. Approved Program List for TRE Off-Campus Site at 4520 Executive Park Drive, Montgomery, Alabama 36116, see attached.
2. Trenholm State Community College modification request, dated July 9, 2026, along with subsequent correspondence. Available upon request.
3. "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

Trenholm State Community College
Approved Program List for Off-Campus Site at 4520 Executive Park Drive

AAS/CER in Culinary Arts (CIP 12.0503) with Options: • Culinary Arts • Hospitality Management	CUA 101 Orientation to Hospitality CUA 102 Catering CUA 110 Basic Food Preparation CUA 111 Nutrition CUA 112 Sanitation, Safety, and Food CUA 115 Advanced Food Preparation CUA 120 Basic Food Preparation Lab CUA 173 Culinary Apprenticeship CUA 201 Meat Preparation and Processing CUA 204 Foundation of Baking CUA 206 Advanced Garde Manger CUA 208 Advanced Baking CUA 210 Beverage Management CUA 213 Food Cost Control CUA 251 Menu Design CUA 262 Restaurant Management CUA 281 Qualifying Dinner HSM 112 Law and the Hospitality Industry HSM 123 Hospitality Field Experience HSM 150 Culture and Geography in Tourism HSM 181 Special Topics in Hospitality Management HSM 250 Hospitality Marketing HSM 265 Planning and Development of Tourism HSM 270 Planning and Management of Sports Tourism and Events
AAS/CER in Child and Human Development (CIP 19.0708)	CHD 100 Introduction of Early Care and Education of Children CHD 201 Child Growth and Development Principles CHD 202 Children's Creative Experiences CHD 203 Children's Literature and Language Development CHD 204 Methods and Materials for Teaching Children CHD 205 Program Planning for Educating Young Children CHD 206 Children's Health and Safety CHD 207 Observe and Record Children's Behavior CHD 208 Administration of Child Development Programs CHD 209 Infant and Toddler Education Programs CHD 210 Educating Children with Exceptional Needs CHD 211 Child Development Seminar CHD 213 Child Development Trends Seminar CHD 214 Families and Communities in Early Care and Education Programs CHD 215 Supervised Practical Experience in Child Development CHD 217 Math and Science for Young Children CHD 219 Supervised Practical Experience CHD 221 Family Child Care CHD 222 Social Studies for Children CHD 224 School-Aged Child Care CHD 225 Child Development Seminar—Preschool CHD 226 Child Development Seminar—Family Child Care CHD 225 Child Development Seminar—Infant/Toddler

AAS/CER in Dental Assisting (CIP 51.0601)	DAT 100 Introduction to Dental Assisting DAT 101 Pre-Clinical Procedures I DAT 102 Dental Materials DAT 103 Dental Anatomy and Physiology DAT 104 Basic Sciences for Dental Assisting DAT 105 Pre-Clinical Procedures II DAT 112 Dental Radiology DAT 113 Dental Health Education DAT 115 Clinical Practicum I DAT 120 Dental Office Administration DAT 122 Clinical Practice II DAT 123 Dental Assisting Seminar DAT 124 Clinically Applied Infection Control and OSHA Standards DAT 141 Directed Studies in Dental Assisting
AAS/CER in Medical Assisting (CIP 51.0801)	MAT 100 Introduction to Document Production MAT 101 Medical Terminology MAT 102 Medical Assisting Theory I MAT 103 Medical Assisting Theory II MAT 111 Clinical Procedures I MAT 120 Medical Administrative Procedures I MAT 121 Medical Administrative Procedures II MAT 122 Basic Conceptions of Interpersonal Relations MAT 125 Lab Procedures I MAT 128 Medical Law and Ethics MAT 200 Management of Office Emergencies MAT 211 Clinical Procedures II MAT 215 Lab Procedures II MAT 216 Pharmacology for Medical Office MAT 220 Medical Office Insurance
AAS in Respiratory Therapy (CIP 51.0908)	RPT 210 Clinical Practice I RPT 211 Introduction to Respiratory Care RPT 212/212L Fundamentals of Respiratory Care I RPT 213 Anatomy and Physiology for Respiratory Care RPT 214 Pharmacology for Respiratory Care RPT 220 Clinical Practice II RPT 221/221L Pathology for Respiratory Care I RPT 222/222L Fundamentals of Respiratory Care II RPT 223/223L Acid Base Regulations and Bag Analysis RPT 230 Clinical Practice III RPT 231/231L Pathology for Respiratory Care II RPT 232/232L Diagnostic Procedures for Respiratory Care RPT 233 Special Procedures for Respiratory Care RPT 234/234L Mechanical Ventilation for Respiratory Care RPT 241 Rehabilitation and Home Care for Respiratory Care RPT 242/242L Perinatal/Pediatric Respiratory Care RPT 243 Computer Applications for Respiratory Care RPT 244/244L Critical Care Considerations for Respiratory Care RPT 266 Seminar in Respiratory Medicine I RPT 268 Writing and Research for Respiratory Care II

AAS in Diagnostic Medical Sonography (CIP 51.0910)	DMS 202/202L Foundations of Sonography DMS 205/205L Abdominal Sonography DMS 206/206L Gynecologic Sonography DMS 207 Abdominal Pathology DMS 215 Introduction to Sonographic Principles & Instrumentation DMS 216 Sonographic Principles and Instrumentation I DMS 217 Sonographic Principles and Instrumentation II DMS 220 Obstetrical Sonography I DMS 221 Obstetrical Sonography II DMS 225 Superficial Sonography DMS 229 Sonography Preceptorship I DMS 230 Sonography Preceptorship II DMS 231 Sonography Preceptorship III DMS 232 Sonography Preceptorship IV DMS 233 Sonography Lab I DMS 234 Sonography Lab II DMS 235 Sonography Lab III DMS 240 Sonography Principles and Instrumentation Seminar DMS 241 Abdominal and OB/GYN Sonography Seminar DMS 245 Sonography Case Presentation DMS 250 Introduction to Advanced Sonography
AAS in Medical Radiologic Technology (CIP 51.0911)	RAD 111 Introduction to Radiography RAD 112/112L Radiography Procedures I RAD 113/113L Patient Care RAD 114 Clinical Education I RAD 122/122L Radiographic Procedures II RAD 124 Clinical Education II RAD 125 Imaging Equipment RAD 134 Clinical Education III RAD 135/135L Exposure Principles RAD 136 Radiation Protection and Biology RAD 212/212L Image Evaluation and Pathology RAD 214 Clinical Education IV RAD 224 Clinical Education IV RAD 227 Review Seminar
AAS in Medical Laboratory Technician (CIP 51.1004)	MLT 111 Urinalysis and Body Fluids MLT 121 Hematology MLT 131 Laboratory Techniques MLT 141 Microbiology I MLT 142 Microbiology II MLT 151 Clinical Chemistry MLT 161 Integrated Lab Simulation MLT 181 Clinical Immunology MLT 191 Immunohematology MLT 293 Medical Laboratory Technology Seminar MLT 294 Hematology and Urinalysis Practicum MLT 295 Microbiology Practicum MLT 296 Immunohematology Practicum MLT 297 Chemistry and Immunology Practicum
CER in Licensed Practical Nursing (CIP 51.3901) AAS in Nursing (CIP 51.3801)	NUR 112 Fundamental Concepts of Nursing NUR 113 Nursing Concepts I NUR 114 Nursing Concepts II NUR 115 Evidence-Based Clinical Reasoning NUR 211 Advanced Nursing Concepts NUR 221 Advanced Evidence-Based Clinical Reasoning

INFORMATION ITEM: H-8

Reclassification of Off-Campus Site with Academic Programs:
Alabama State University, Forest Avenue Building, 1600 Forest
Ave, Montgomery

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Alabama State University (ASU) notified ACHE of its intent to designate the Forest Avenue Building, located at 1600 Forest Avenue, Montgomery, as an official off-campus site. Since 2014, the site has housed faculty and staff offices for the Department of Prosthetics and Orthotics within the College of Health Sciences, along with related laboratory and classroom space for the MS in Prosthetics and Orthotics. Because the site is situated only two blocks from ASU's main campus, it was not originally recognized by ACHE as an off-campus site. Based on new recommendations from ASU's institutional accreditor, the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC), ASU is seeking to designate the Forest Avenue Building as an official off-campus instructional site for the MS in Prosthetics and Orthotics.

The site is located in Montgomery County, which is within the recognized service area for ASU, and it is in close proximity to the main campus. No other public institution in the Montgomery service area or across the state offers a similar program, and therefore, written consent is not required.

Supporting Documentation:

1. Approved Program List for ASU Off-Campus Site at 1600 Forest Avenue, Montgomery, AL, 36106, see attached.
2. Alabama State University off-campus site designation notice, dated July 6, 2026, along with subsequent correspondence. Available upon request.
3. "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 State University
Approved Program List for Off-Campus Site at 1600 Forest Avenue, Montgomery

Master of Science in Prosthetics and Orthotics (MSPO) in Prosthetics and Orthotics (CIP 51.2307)

SEMESTER 1, FALL YEAR 1

<i>HSC 5000 – Interprofessional Education for the Health Sciences</i>	<i>1 credit</i>
<i>HSC 5001 – Advanced Gross Anatomy</i>	<i>6 credits</i>
<i>HSC 5002 – Human Movement I</i>	<i>2 credits</i>
<i>HSC 5003 – Patient Care Concepts I</i>	<i>1 credit</i>
<i>MPO 5100 – Introduction to Prosthetics & Orthotics</i>	<i>3 credits</i>
<i>MPO 5199 – Clinical Rotation I</i>	<i>1 credit</i>
	<i>14 Total</i>

SEMESTER 2, SPRING YEAR 1

<i>HSC 5011 – Human Movement II</i>	<i>2 credits</i>
<i>MPO 5200 – Clinical Measurement</i>	<i>2 credits</i>
<i>MPO 5201 – Lower Limb Orthotics I</i>	<i>3 credits</i>
<i>MPO 5202 – Lower Limb Prosthetics I</i>	<i>3 credits</i>
<i>MPO 5203 – Neuroscience for P&O</i>	<i>2 credits</i>
<i>MPO 5204 – Introduction to Research</i>	<i>2 credits</i>
<i>MPO 5299 – Clinical Rotation II</i>	<i>1 credit</i>
	<i>15 Total</i>

SEMESTER 3, SUMMER YEAR 1

<i>MPO 5300 – Research Preparation</i>	<i>1 credit</i>
<i>MPO 5301 – Lower Limb Orthotics II</i>	<i>2 credits</i>
<i>MPO 5302 – Lower Limb Prosthetics II</i>	<i>2 credit</i>
<i>MPO 5303 – Pathology I</i>	<i>1 credit</i>
<i>MPO 5304 – Career Development</i>	<i>2 credits</i>
<i>MPO 5399 – Clinical Rotation III</i>	<i>1 credit</i>
	<i>9 Total</i>

SEMESTER 4, FALL YEAR 2

<i>HSC 5013 – Intro to the Integumentary System</i>	<i>1 credit</i>
<i>MPO 6400 – Research Execution</i>	<i>1 credit</i>
<i>MPO 6401 – Lower Limb Orthotics III</i>	<i>2 credits</i>
<i>MPO 6402 – Lower Limb Prosthetics III</i>	<i>3 credit</i>
<i>MPO 6403 – Pathology II</i>	<i>1 credit</i>
<i>MPO 6404 – Advanced Technology I</i>	<i>1 credit</i>
<i>MPO 6405 – Cranial and Spinal Orthotics</i>	<i>3 credits</i>
<i>MPO 6499 – Clinical Rotation IV</i>	<i>1 credit</i>
	<i>13 Total</i>

SEMESTER 5, SPRING YEAR 2

<i>HSC 5014 – Psychosocial Aspects of Disability</i>	<i>3 credits</i>
<i>MPO 6500 – Research Dissemination</i>	<i>2 credits</i>
<i>MPO 6501 – Upper Limb Orthotics</i>	<i>1 credit</i>
<i>MPO 6502 – Upper Limb Prosthetics</i>	<i>4 credits</i>
<i>MPO 6503 – Pathology III</i>	<i>1 credit</i>
<i>MPO 6504 – Advanced Technology II</i>	<i>1 credit</i>
<i>MPO 6505 – Practice Management and Administration</i>	<i>2 credits</i>
<i>MPO 6599 – Clinical Rotation V</i>	<i>1 credit</i>
	<i>15 Total</i>

TOTAL PROFESSIONAL CURRICULUM HOURS: 66