Alabama Commission on Higher Education
RSA Union Building,
100 North Union Street
Montgomery, Alabama 36104
Office: 334-242-1998
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COMMISSION MEETING

ACHE Commissioner Conference Room 779

RSA Union Building, 7th floor
100 North Union Street
Montgomery, AL 36104
June 12, 2026
10:00 a.m.

Public Zoom Option for Meeting:

https://us02web.zoom.us/j/6569091900?pwd=KzJ3R05rb01NY1BoV1lCdCs2ZGNIZz09

Meeting ID: 656 909 1900
Passcode: 139242
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AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

June 12, 2026
10:00 AM

I. Call to Order / Prayer / Pledge of Allegiance

II. Roll Call of Members and Determination of Quorum

III. Approval of Agenda

IV. Consideration of Minutes of March 13, 2026 1

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

VI. Chairman's Report
Commissioner Stan Nelson
- Appointment of Nominating Committee

VII. Executive Director's Report
Dr. Jim Purcell
- Research Fellows and Summer Interns Introduction
- Higher Education Funding Comparisons by State

VIII. Discussion Item
- 2026 Legislative Session Recap- *Dr. Stephanie Dolan*

IX. Decision Items

A. Academic Programs

1. Athens State University
Master of Science in Nursing in Nursing Education (CIP 51.3203) 9
Staff Presenter: Dr. Robin McGill

2. Auburn University
a. Master of Science in Biomedical Engineering (CIP 14.0501) 17
Staff Presenter: Dr. Robin McGill

b. Doctor of Philosophy in Biomedical Engineering (CIP 14.0501) 26
Staff Presenter: Dr. Robin McGill

3. Auburn University at Montgomery
a. Bachelor of Science in Artificial Intelligence and Robotics (CIP 11.0102) 35
Staff Presenter: Dr. Robin McGill

b. Bachelor of Science in Information Technology and Cybersecurity (CIP 11.1003) 43
Staff Presenter: Dr. Robin McGill

4. Jacksonville State University
a. Doctor of Arts in English (CIP 23.0101) 51
Staff Presenter: Dr. Robin McGill

X. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING
March 13, 2026

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, March 13, 2026, in the Alabama Commission on Higher Education Commissioners Conference Room, RSA Union Building, Montgomery, Alabama. Commissioner Nelson called the meeting to order at 9:15 a.m. Commissioner Singleton 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, Jody Singleton, Larry Turner, Paul Kennedy, Payne Meadows, Michael Spiller, Doug Ragland, Harry Hobbs, Jennifer Whitt and Nichlas Bolden.

Commission members absent: Ann Forbes and Rod Scott.

The meeting entered Executive Session at 9:16 a.m. Commissioner Singleton moved to convene in Executive Session, and Commissioner Spiller seconded. The motion carried, and the meeting proceeded into Executive Session.

The regular meeting reconvened at 9:57 a.m. No votes or decisions were made during Executive Session.

III. Approval of Agenda

RESOLVED: Prior to the vote on approval of the agenda, Commissioner Nelson made a motion to amend the agenda to include the Executive Session. Commissioner Kennedy moved to approve the amended agenda, and Commissioner Spiller seconded the motion. The motion to amend carried.

IV. Consideration of Minutes of December 12, 2025.

RESOLVED: Commissioner Hobbs moved for approval of December 12, 2025, minutes. Commissioner Kennedy seconded. Motion carried.

V. Chairman's Report

Commissioner Nelson greeted and welcomed everyone in attendance. He introduced and welcomed two new ACHE commissioners, Commissioner Whitt and Commissioner Bolden. The new commissioners offered a brief introduction to their professional backgrounds. He also acknowledged the presence of President Killingsworth from JSU.

VI. Executive Director's Report

Dr. Purcell reported on the following:

- Legislative Update
- Impact of Federal Policy Changes on Future State Education Budgets

A copy of the PowerPoint presentation is available upon request.

VII. Decision Items

A. Final Approval of Administrative Procedures for the New Chapter §300-4-16: Move On When Ready

On behalf of Dr. Stephanie Dolan, Dr. Robin McGill presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Turner moved to accept the recommendation for final approval of the administrative procedure for the new chapter. Commissioner Singleton seconded. Motion carried.

B. Academic Programs

1. Alabama A&M University

Master of Arts in Interdisciplinary Studies (CIP 30.0000)

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

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

2. Auburn University

a. Substantive Modification of Program Offerings Related to Agriscience Education, Leadership and Communications (CIP 01.0801)

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

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

b. Substantive Modification of Program Offerings Related to Exercise Science (CIP 29.0908)

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

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

3. Auburn University at Montgomery

Bachelor of Science in Healthcare Management (CIP 51.0701)

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 Ragland seconded. Motion carried.

4. Jacksonville State University

a. Bachelor of Science in Aviation (CIP 49.0101)

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

She then invited Jacksonville State University President Dr. Killingsworth to offer some remarks. He noted that the program is in high demand with both industry and community leaders highlighting the need for additional flight schools. He discussed partnering with flight schools to provide pilot training, while JSU would oversee the academic component. Representatives from Sanders Flight Training School were also in attendance to address questions.

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

b. Bachelor of Science in Entrepreneurship (CIP 52.0701)

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

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

5. The University of Alabama

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

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

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

b. Establishment of a New Major Unit of Instruction: School of Leadership and Policy

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

RESOLVED: Commissioner Kennedy moved to accept the recommendation approving the establishment of a new major unit of instruction. Commissioner Bolden seconded. Motion carried.

6. University of Alabama in Huntsville

a. Bachelor of Science in Business Administration in Cybersecurity Management (CIP 11.1003)

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 Kennedy seconded. Motion carried.

b. Master of Arts in Clinical Mental Health Counseling (CIP 42.2803)

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 Whitt seconded. Motion carried.

7. University of South Alabama

Master of Public Health in Public Health (CIP 51.2299)

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 Meadows seconded. Motion carried.

8. Bishop State Community College

Associate of Applied Science and Certificate in Funeral Services Education (CIP 12.0301)

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

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

9. Calhoun Community College

Associate of Applied Science in Film and Multimedia Production (CIP 50.0602)

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 Singleton seconded. Motion carried.

10. Marion Military Institute

a. Associate of Applied Science in Criminal Justice (CIP 43.0107)

Before presenting the staff recommendation to the Commission, Mrs. Kristan White invited representatives from Marion Military Institute to offer remarks on the institution's growth.

Lieutenant Colonel Bret Tecklenburg, Director of the Anthony J. Rane Center for Leadership, highlighted the institution's experience and track record, as well as its students known as "cadets." He noted that the proposed programs in Criminal Justice and Fire Science will build existing partnerships and prepare cadets to serve in civilian roles of great need to the State of Alabama.

Following his remarks, Mrs. White presented the staff recommendation for the proposed AAS in Criminal Justice with a recommendation for approval.

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

b. Associate of Applied Science in Fire Science (CIP 43.0203)

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

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

11. Reid State Community College

Associate Degree in Nursing in Nursing (CIP 51.3801)

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

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

12. Southern Union State Community College

New Off-Campus Site with Academic Programs: Aviation Maintenance Hangar, Auburn, AL

Ms. Lakerri Gill presented the staff recommendation to the Commission with a recommendation for approval.

RESOLVED: Commissioner Ragland moved to accept the recommendation for approving a new off-campus site. Commissioner Singleton seconded. Motion carried.

C. Information Items

RESOLVED: Commissioner Singleton moved that the Commission accept Information Items 1 through 8. Commissioner Kennedy seconded. Motion carried.

1. Implementation of For-Credit Non-Degree Certificate Programs

2. Changes to the Academic Program Inventory

3. Curricular Modifications for Existing Degree Programs

4. Update to Academic Units

5. Implementation of Distance Education Programs

6. Annual Off-Campus Site Report for Academic Year 2024-2025

7. Troy University, 2024-2025 Annual Report of Program Offerings at Dothan and Montgomery Campuses

8. New Exempt Off-Campus Site: Lurleen B. Wallace Community College, East Alabama Health Education Center, Auburn, AL

IX. Adjournment

The meeting was adjourned at 11:17 a.m. The next meeting of the Commission is scheduled for June 12, 2026.

_____
Stanley 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
May 7, 2026

I. Call to Order

The Alabama Commission on Higher Education met in a special meeting called on Thursday, May 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, Rod Scott, Michael Spiller, Payne Meadows, and Nicholas Bolden.

Commission Members present Virtual: Jody Singleton, Ann Forbes, Paul Kennedy, Douglas Ragland, Harry Hobbs, and Jennifer Whitt

III. Approval of Agenda

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

IV. Decision Items

A. Preliminary 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 preliminary approval of amendments to the administrative procedures for the Alabama National Guard Educational Assistance Program.

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

B. Preliminary 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 preliminary approval of amendments to the administrative procedures for the Alabama Math and Science Teacher Education Program.

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

C. Preliminary 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 preliminary 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 Scott seconded. Motion carried.

D. Preliminary 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 preliminary 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 Spiller seconded. Motion carried.

A. Adjournment

The meeting was adjourned at 10:42 a.m.

_____
Stan Nelson, Chairman

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

_____
Notary Public

_____
James E. Purcell, Executive Director

DECISION ITEM: A-1 — Athens State University, Master of Science in Nursing in Nursing Education (CIP 51.3203)

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

Staff Recommendation: That the Commission approve the proposed Master of Science in Nursing (MSN) in Nursing Education.

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 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.

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 the program will gain substantive change approval from SACSCOC and will achieve, or make substantial progress toward, specialized accreditation through the Commission on Collegiate Nursing Education (CCNE).

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 graduates' pursuit of doctoral degrees and related employment.

Athens State University (ATSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 program will help fill the need for additional nurse educators arising from the convergence of an aging nursing faculty workforce and a critical nursing shortage.

2. The proposal includes four letters of support attesting to the need for this program from the following: Calhoun Community College, Northeast Alabama Community College, Athens Limestone Hospital, and Huntsville Hospital.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Athens State University proposal dated March 13, 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. 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:	**Athens State University**							
PROGRAM NAME:	**Nursing Education**						**CIP CODE:**	**51.3203**
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	$7,200	$49,200	$56,400	$56,400	$56,400	$56,400	$56,400	$338,400
EQUIPMENT								$0
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY	$2,200	$2,500	$2,700	$2,900	$3,100	$3,300	$3,500	$20,200
ACCREDITATION	$8,613	$1,885	$1,923	$1,961	$8,800	$2,040	$2,081	$27,303
OTHER COSTS								$0
TOTAL EXPENSES	$18,013	$53,585	$61,023	$61,261	$68,300	$61,740	$61,981	**$385,903**
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**TOTAL**
TUITION + FEES	$12,024	$27,900	$44,640	$61,380	$75,330	$83,700	$89,280	$394,254
EXTERNAL FUNDING								$0
REALLOCATIONS	$5,989	$25,685	$16,383					$48,057
TOTAL REVENUES	$18,013	$53,585	$61,023	$61,380	$75,330	$83,700	$89,280	**$442,311**
ENROLLMENT PROJECTIONS								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	3	5	6	6	7	7	**5.67**
PART-TIME ENROLLMENT HEADCOUNT		5	5	5	4	5	5	**4.83**
TOTAL ENROLLMENT HEADCOUNT		8	10	11	10	12	12	**10.50**
***NEW* ENROLLMENT HEADCOUNT**		3	6	5	6	4	6	**5.00**
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**	2	5	4	5	4	5	**4.17**

Attachment 2

Summary of Background Information

Athens State University
Master of Science in Nursing in Nursing Education

Instructional Role: The proposed program is within the instructional role recognized for Athens State University (ATSU). Nonetheless, before delivering the program, the University must secure substantive change approval from its institutional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), due to the number of new courses being developed.

Program Description: The proposed Master of Science in Nursing (MSN) in Nursing Education program is designed to offer BSN graduates opportunities to further their personal and professional goals in a flexible format. The curriculum will address an aging nursing faculty workforce and a critical nursing shortage. The program will require full-time enrollment over a four-semester period and be offered 100% online and asynchronously in 8-week half terms.

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

1. Design, implement, and evaluate evidence-based nursing curricula that integrate educational theories, instructional technologies, professional standards, and outcome assessment strategies.
2. Develop and apply educational interventions that evaluate learner performance and curricular effectiveness across academic and clinical nursing education settings.
3. Synthesize nursing, educational, and health-related theories to support teaching, learning, and interprofessional collaboration in complex healthcare and academic environments.
4. Design and implement culturally responsive, evidence-based teaching strategies that address the needs of diverse and multicultural learner populations.
5. Analyze ethical, political, organizational, cultural, technological, and professional influences that impact nursing education and curriculum development.
6. Disseminate scholarly work and evidence-based practices that advance nursing education, leadership, and professional practice.
7. Demonstrate professional identity and leadership in nursing education through ethical practice, advocacy, collaboration, lifelong learning, and commitment to personal and professional growth.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Dave Ragsdale, Dean; and the Division of Health and Life Sciences, Dr. Mark Reynolds, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Four responses were received, with three offering support for the proposed program and the fourth requesting clarification on clinical-practical hours needed for programmatic accreditation. This concern has been addressed below under “Work-Based Learning.”

Public Review: The program was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer related graduate-level training in Nursing Education:

- Auburn University at Montgomery: MSN in Nursing (CIP 51.3801), with Option in Nurse Educator
- Troy University: Post-Master’s Certificate in Nursing Education (CIP 51.3203, Level 8)
- The University of Alabama: Post-Baccalaureate Certificate in Nursing Education (CIP 51.3203, Level 6); MSN in Nursing (CIP 51.3801), with Concentration in Nurse Educator

- University of Alabama at Birmingham: MSN in Nursing (CIP 51.3801), with Nurse Educator Pathway
- University of Alabama in Huntsville: Post-Baccalaureate Certificate in Nursing Education (CIP 51.3203, Level 6); MSN in Nursing (CIP 51.3801), with Track in Nursing Education
- University of North Alabama: MSN in Nursing (CIP 51.3801), with Teaching-Learning Track; Post-Master's Certificate in Nurse Educator (CIP 51.3801, Level 8)
- University of South Alabama: Post-Master's Certificate in Nursing Education (CIP 51.3203, Level 8); MSN in Nursing (CIP 51.3801), with Sub-specialization in Nurse Educator

Relationship to Existing Coursework: The MSN program will have a direct relationship with ATSU's existing BSN in Nursing (CIP 51.3801). All current full-time faculty will be able to teach within the MSN program of study and utilize existing facilities. Since the proposed program will be offered asynchronously online, no physical facility space, other than faculty office space, is warranted. The proposed MSN in Nursing Education will be a seamless progression for BSN graduates to further their educational goals.

Collaboration: Letters of support from Calhoun Community College and Northeast Alabama Community College indicate interest in facilitating student teaching experiences within their existing AAS in Nursing programs.

Specialized Accreditation: ATSU intends to seek programmatic accreditation for the proposed MSN through the Commission on Collegiate Nursing Education (CCNE). The program must be active, and students must be enrolled for one academic year prior to an on-site evaluation visit. Notification of approval will be obtained within six months of the visit and is retroactive to the first day of the on-site evaluation visit.

Professional Licensure: The proposed MSN in Nursing Education is not considered a professional licensure program and is not designed to lead to an advanced practice license in Alabama or any other state. ATSU will be required to disclose the program's professional licensure status to prospective students to avoid confusion.

Professional Certification: Graduates will be prepared to sit for the Novice Certification in Nursing Education (CNEn) as offered by the National League for Nursing (NLN). This certification is designed to recognize competencies for nurse educators, but it is generally not required for employment.

Admissions: Applicants to the program must hold a BSN from a regionally accredited institution and an active unencumbered RN license in the student's state of residence.

Mode of Delivery: The proposed program will be offered 100% online and asynchronously from the Athens State University main campus in 8-week half terms, offering flexibility for RNs in the workforce.

Curriculum: ATSU plans to develop 10 new graduate-level courses for this program.

Curriculum Overview of Proposed Program	
Credit hours required in **program courses**	27
Credit hours in **program electives/concentrations/tracks**	0
Credit hours in **free electives**	0
Credit hours in **required research/thesis**	0
Credit hours in **required capstone/internship/practicum**	4
Total Credit Hours Required for Completion	**31**

Work-Based Learning: The program is designed to meet the clinical hour requirements for MSN programmatic accreditation through CCNE. Coursework includes a total of 180 clinical hours, consisting of both academic practicum experiences and direct-care clinical practicum experiences. These hours are distributed in the following courses:

- 45 clinical hours required in NUR 510: Health Policy, Ethics and Social Issues for the Nurse Educator
- 45 clinical hours required in NUR 610: Advanced Physical Assessment & Health Promotion for Nurse Educators
- 90 clinical hours required in NUR 660: Nurse Educator Capstone

Industry Need: The proposed program is designed to prepare graduates for employment as Nursing Instructors and Teachers, Postsecondary (SOC 25-1072) and as Education Administrators, Postsecondary (SOC 11-9033, included on the 2024-25 Alabama Demand Occupations list). Graduates of the proposed MSN program will be immediately employable without further certification or education, since the entry-level degree for nursing faculty at a community college is an MSN.

With the convergence of an aging nursing faculty workforce and a critical nursing shortage, an expansion in capacity for nurse educators with graduate degrees is necessary. In the Athens State University service area alone, JobsEQ projects a need for 132 trained nursing and post-secondary educators in the next seven years. According to the American Association of Colleges of Nursing (AACN), the rate of rejected qualified applications to nursing schools is more than 80,000 nationally in 2024-2025. The primary reason for rejection is nursing faculty shortages. Southern states faculty vacancy rate is 8.2%, exceeding the national average of 7.2% (AACN). The National League for Nursing (NLN) faculty census in 2025 reported one third of the nursing faculty workforce is projected to reach retirement age in this academic year (2025-2026). In addition, the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook provided a 35% projected growth in demand for advanced practice roles and nurse educators through 2034. To meet the workforce needs in Alabama, The University of Alabama announced an expansion to the Capstone College of Nursing, by doubling nursing enrollment to graduate 550 new nurses annually. This effectively doubles the need for MSN-prepared clinical instructors and faculty at that one institution alone.

Student Demand: ATSU considered three factors to determine student demand for the program. A survey of current BSN students was conducted, with more than 50% (n=42) of respondents indicating interest in continuing their education with an MSN program at the University. In addition, enrollment in the BSN program has grown from three students in Fall 2021 to 225 in Spring 2026, indicating a strong pipeline for the proposed program.

Resources:

Personnel:

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

The institution has supported the quick growth of the BSN program. All full-time faculty within the BSN program can also teach within the MSN program to ensure program quality, integrity, and rigor. ATSU will cover the program launch with the following personnel: three adjuncts in Year 1; three adjuncts and one support staff member in Year 2; and one support staff and up to seven adjuncts beginning in Year 3. If student enrollment exceeds ten students by Year 3, the program will work with the University's financial affairs division to determine if sufficient program-generated tuition and fee revenue exists to hire a full-time faculty member. Because the full-time hire will be conditional, the salary and benefits are not included in the proposal at this time.

Assistantships: No assistantships will be offered for this program.

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

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

Library: The ATSU Kares Library has an up-to-date and extensive resource library and database catalog for nursing and health science research. In addition, the University has budgeted $20,200 to add the OVID/Medline database to supplement existing resources.

Accreditation: ATSU has budgeted $27,303 over the first seven years to cover costs associated with programmatic accreditation through the Commission on Collegiate Nursing Education (CCNE). Where programmatic accreditation costs are to be split with the existing BSN, ATSU has assigned a proportional cost to the proposed MSN.

Program Budget: ATSU projects that the proposed program will require $385,903 in new funds over the first seven years and is expected to generate $394,254 through tuition in that same period. The program will require institutional reallocations of just over $48,000 to support start-up costs in Years 1-3 before it becomes financially self-sustaining in Year 4.

Attachment 3

Athens State University
MSN in Nursing Education

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
Program Courses		**27**		
NUR 510	Health Policy, Ethics, and Social Issues for Nurse Educators	3	Y	Y
NUR 520	Accreditation & Program Outcomes for Nurse Educators	3	Y	
NUR 530	Advanced Scholarly Inquiry for Nurse Educators	3	Y	
NUR 540	Teaching & Learning Strategies and Theory for Nurse Educators	3	Y	
NUR 570	Instructional Design and Technology for Nurse Educators	3	Y	
NUR 600	Advanced Patho-Pharmacology for Nurse Educators	3	Y	
NUR 610	Advanced Physical Assessment & Health Promotion for Nurse Educators	3	Y	Y
NUR 620	Evaluation and Assessment of Teaching & Learning for Nurse Educators	3	Y	
NUR 630	Curriculum Design and Learning Outcomes for Nurse Educators	3	Y	
Program Options (enter total credit hours from all options below)		**0**		
Program Electives		**0**		
Required Thesis/Research		**0**		
Capstone/Internship/Practicum		**4**		
NUR 660	Nurse Educator Capstone	4	Y	Y
	Total Credit Hours Required for Completion:	**31**		

DECISION ITEM: A-2a — Auburn University, Master of Science in Biomedical Engineering (CIP 14.0501)

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

Staff Recommendation: That the Commission approve the proposed Master of Science (MS) in Biomedical Engineering.

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 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.

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 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 and assessment measures stated in the proposal, including data on related employment or pursuit of doctoral study.

Auburn University (AU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 program will build on existing curriculum, faculty, and resources across AU's College of Engineering and specifically within the Department of Chemical Engineering to support a coherent course of study in Biomedical Engineering.

2. The proposal includes detailed projections for student demand based on existing elective coursework and the potential for an Accelerated Bachelor's to Master's (ABM) pathway.

3. The proposed program is designed to prepare graduates for employment in the following occupations: Bioengineers and Biomedical Engineers (SOC 17-2031); Engineers, All Other (SOC 17-2199); and Bioinformatics Scientists (SOC 19-1029.01), occupations which are needed to support statewide economic development efforts in the biotechnology and pharmaceutical industries.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Auburn University proposal dated March 13, 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:	**Auburn University**							
PROGRAM NAME:	**Biomedical Engineering**						**CIP CODE:**	**14.0501**
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	$196,600	$179,133	$187,744	$165,994	$154,535	$152,728	$151,558	$1,188,292
EQUIPMENT	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	$0	$0	$0	$0	$0	$0	$0	$0
ASSISTANTSHIPS/FELLOWSHIPS	$0	$0	$0	$92,489	$83,596	$80,213	$77,280	$333,578
LIBRARY	$0	$0	$0	$0	$0	$0	$0	$0
ACCREDITATION	$0	$0	$0	$0	$0	$0	$0	$0
OTHER COSTS	$77,108	$88,307	$92,552	$240,005	$76,180	$75,290	$74,714	$724,156
TOTAL EXPENSES	$273,708	$267,440	$280,296	$498,488	$314,311	$308,231	$303,552	**$2,246,026**
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**TOTAL**
TUITION + FEES	$116,295	$255,504	$414,646	$452,139	$461,432	$499,475	$537,804	$2,737,295
EXTERNAL FUNDING								$0
REALLOCATIONS	$157,413	$11,936	$0	$0	$0	$0	$0	$169,349
TOTAL REVENUES	$273,708	$267,440	$414,646	$452,139	$461,432	$499,475	$537,804	**$2,906,644**
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	25	25	25	25	25	**23.33**
PART-TIME ENROLLMENT HEADCOUNT		6	8	10	10	12	14	**10.00**
TOTAL ENROLLMENT HEADCOUNT		21	33	35	35	37	39	**33.33**
***NEW* ENROLLMENT HEADCOUNT**		20	28	30	30	32	32	**28.67**
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**	13	23	25	25	25	27	**23.00**

Attachment 2

Summary of Background Information

Master of Science in Biomedical Engineering
Auburn University

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

Program Description: The proposed Master of Science (MS) in Biomedical Engineering at Auburn University is designed to prepare graduates to support the workforce development and continuing education needs of the biotechnology, pharmaceutical, and biomanufacturing industries in the State of Alabama. The proposed program will be available as either a course-based, Non-Thesis MS degree option (offered both on-campus or via distance education) or a Thesis MS degree option. Each proposed degree program option will equip students with both a strong foundation in engineering fundamentals and graduate-level mastery of biomedical and health-related applications. Program curricula and Thesis-option research focus areas include specialized topics such as biomaterials, drug delivery, cell and tissue biomanufacturing, medical imaging, diagnostics, medical devices, computational analysis, and biomechanics. The proposed MS program leverages existing Engineering faculty expertise and research infrastructure, as well as ongoing coursework and interdisciplinary collaborations across multiple colleges, departments, and units at Auburn University.

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

1. Demonstrate advanced comprehension of biomedical engineering fundamentals and specialized knowledge in an area of concentration or field of research, such as biomaterials and drug delivery, cell and tissue biomanufacturing, medical imaging and diagnostics, computational biomedical engineering, or biomechanics and devices.
2. Effectively communicate complex, engineering and healthcare-related concepts effectively via technical writing and oral presentation.
3. Provide sound justification for course project and/or research plans based on the technical literature and science and engineering fundamentals.
4. Integrate advanced engineering principles with biological and medical sciences to solve complex biomedical problems.

Administration: The program will be administered by the Samuel Ginn College of Engineering, Dr. Mario Eden, Dean; and the Department of Chemical Engineering, Dr. Elizabeth Lipke, Chair.

Peer Review: The Alabama Council of Graduate Deans (ACGD) reviewed the program proposal. Three responses were received, with no major objections raised.

Public Review: The program was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Related Programs: The following institutions offer related master's programs:

- The University of Alabama, MS in Biomedical Engineering (CIP 14.0501)
- University of Alabama at Birmingham, MS in Biomedical Engineering (CIP 14.0501);
  MS in Biotechnology (CIP 26.1201)

Relationship to Existing Coursework: The proposed program will build upon the existing Biomedical Engineering coursework and research training offered by faculty across related Engineering disciplines. Several proposed Biomedical Engineering core courses are currently offered as graduate electives within the MS in Chemical Engineering (CIP 14.0701). Other courses are offered as technical electives in Computer Science and Software Engineering, Electrical Engineering, Industrial and Systems Engineering, Materials Engineering, and Mechanical Engineering. The proposed program will enable interested students to enroll in a dedicated Biomedical Engineering graduate program, rather than self-organizing a program of study through selection of electives.

AU does not currently offer a full undergraduate degree program in Biomedical Engineering. Nonetheless, the University is proposing an Accelerated Bachelor's to Master's (ABM) pathway, a type of combination degree program whereby undergraduate students can enroll in approved graduate coursework and count it toward both the bachelor's and master's degree requirements. In addition, AU is proposing a PhD program in Biomedical Engineering, which is designed so that students from the proposed MS in Biomedical Engineering will be able to seamlessly transition into the PhD program, without having to repeat core coursework.

Collaboration: Although the proposed Biomedical Engineering program does not require the support of other institutions or external entities, industry input has informed decision making about the design of the proposed Biomedical Engineering MS program curriculum and the content of the required core courses. In addition, AU is exploring a potential collaboration with Alabama State University to establish an enrollment pipeline for students graduating from ASU's BS in Biomedical Engineering to pursue graduate studies at Auburn.

Professional Licensure: The proposed MS in Biomedical Engineering is not considered a professional licensure program in the State of Alabama.

Admissions: Prospective master's students will be admitted according to standard College of Engineering graduate degree admissions/policies for the master's degree. Undergraduate students seeking to enroll in the MS through Auburn's ABM pathway will apply as they head into their junior year and, if approved, take one or two graduate courses per semester that also count towards fulfilling their undergraduate degree requirements. As with other ABM programs in the College of Engineering, ABM students then apply for graduate school admission during their final year of undergraduate studies.

Mode of Delivery: Students can complete the entire Biomedical Engineering Non-Thesis MS program through distance education. Delivery of hyflex courses (jointly in-person and online) will be facilitated by Auburn Engineering Online. For the Biomedical Engineering Thesis MS program, the mandatory research credit hours will be completed in-person.

Curriculum: AU plans to develop five new courses for the proposed program. Several other courses that have been developed as Special Topics courses in related disciplines will become part of the Biomedical Engineering (BMEN) graduate course offerings. The intended program duration for full-time students is five semesters. AU is proposing an ABM pathway that will allow advanced undergraduate students to count up to 9 credit hours toward both the bachelor's and master's degrees and complete their master's in as few as two additional semesters beyond their undergraduate degree.

Curriculum Overview of Proposed Program	
Credit hours required in **program courses**	9
Credit hours in **program options**	15
Credit hours in **program electives**	6
Credit hours in **required thesis/research**	0
Credit hours in **required capstone/internship/practicum**	0
Total Credit Hours Required for Completion	**30**

The curriculum will be structured around two formal options: Thesis and Non-Thesis. Both options will require completion of program core courses (6 credit hours), a foundational graduate engineering course (3 credit hours), and approved program elective courses (6 credit hours). The Thesis Option includes additional coursework in research methodologies, along with non-graded research courses culminating in a master's thesis product. The Non-Thesis Option requires an additional 15 credit hours of technical electives. AU anticipates that most ABM students will choose the Non-Thesis Option.

Industry Need: The proposed MS is designed to prepare graduates for employment in the following occupations: Bioengineers and Biomedical Engineers (SOC 17-2031); Engineers, All Other (SOC 17-2199); and Bioinformatics Scientists (SOC 19-1029.01). The State of Alabama has prioritized economic development through the expansion of its biotechnology and pharmaceutical industries. Companies employing biomedical engineering trained personnel contribute substantially to the state economy. As

reported by the EDPA, the bioscience and biomedical sectors generate approximately $7.3 billion in annual economic activity and support nearly 48,000 jobs statewide. The state has also invested in translating biotechnology research into clinical and commercial impact through the HudsonAlpha Institute for Biotechnology in Huntsville, Station 41 in Birmingham, and the Wiregrass Innovation Center in Dothan, each of which serves as an incubator for biotechnology companies. Continued growth of Alabama healthcare and biotechnology companies such as BioCryst Pharmaceuticals, Brookwood Pharmaceuticals, Evonik Industries, Baxter International, Turner Medical, and Oxford Pharmaceuticals, along with many startup companies, has elevated awareness of the need for workforce development. The Bronze Valley initiative launched in 2018 strengthens workforce development and capital access for science- and technology-based innovation. More recently, in 2025, Eli Lilly announced plans to construct a $6 billion next-generation synthetic medicine active pharmaceutical ingredient manufacturing facility in Huntsville, bringing approximately 450 high-value jobs, including engineering positions. Collectively, biotechnology and pharmaceutical industries rely heavily on graduate-educated biomedical engineers for advancing research, development, and manufacturing. For Alabama's significant investments in biotechnology economic development to be fully realized, an adequately trained workforce must also be available.

Student Demand: Biomedical Engineering MS new student enrollment numbers are estimated to reach a steady state of 30-32 new students annually. The total student headcount reported in the Business Plan represents a conservative estimate of student enrollment through three separate pathways: the traditional two-year, Full-time Thesis Option, the potential Accelerated Bachelor's to Master's pathway, and the Part-Time MS Online Non-Thesis program. The following table shows a more granular breakout of enrollment projections for each pathway, with the greatest enrollments projected in the ABM pathway:

Enrollment Pathway	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Six-Year Average
Traditional 2-Yr MS Full-Time Headcount	Not reported	5	5	5	5	5	5	**5.00**
ABM Headcount (considered Full-Time)		10	20	20	20	20	20	**18.33**
Online MS Part-Time Headcount		6	8	10	10	12	14	**10.00**
Total Headcount		**21**	**33**	**35**	**35**	**37**	**39**	**33.33**

Auburn Engineering Online students are typically working in industry while taking classes; therefore, these projections were based on the EAB study, employer survey results, and the typical yearly number of current Engineering Online students working in the pharmaceutical industry. To estimate student enrollment in on-campus Non-Thesis and Thesis MS programs, including the ABM pathway, AU surveyed students pursuing STEM degrees about their interest in completing a Biomedical Engineering MS degree. Over 42% of respondents (196 out of 466) indicated that they were interested, representing almost 25% of the survey recipients. Among Engineering students responding, approximately 25 students from each of the surveyed years (freshmen, sophomore and junior) indicated an interest in pursuing an MS degree.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	7	17
	Part-Time Faculty		
	Administration		
	Support Staff	1	
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

AU currently has enough full-time qualified faculty to ensure curriculum quality, integrity, and ongoing program review. Faculty across multiple Engineering departments are already regularly teaching the majority of the proposed Biomedical Engineering coursework. AU intends to buy out instructional time for several of these faculty members to be released from their home departments and teach in the Biomedical Engineering program. While the program could technically rely on these existing course offerings to meet minimum requirements, doing so without dedicated instructional capacity would limit scheduling flexibility, coordinated oversight, and long-term program quality. To address this, the Business Plan includes the costs of adding one full-time lecturer position in the Department of Chemical Engineering. This non-tenure-track faculty member will have the experience and expertise needed either to teach core Biomedical Engineering courses or cover the full range of undergraduate Chemical Engineering courses so that tenure-track faculty can teach graduate-level Biomedical Engineering courses. Personnel costs have been split between the proposed MS and PhD programs, with the greater share borne by the MS program, based on the total number of students enrolled.

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

Facilities: Modification and upgrade of an existing laboratory space will be undertaken to make it suitable for Biomedical Engineering instruction, along with acquisition of a select number of experimental setups necessary to provide experiential learning and course enrichment opportunities for students in the new curricula. This is budgeted for in Year 4 based on projected student numbers reaching the level at which the existing laboratory space will no longer be sufficient. Costs for facilities upgrades have been assigned proportionately across the proposed MS and PhD programs.

Assistantships: The projected costs include four 0.5 FTE Graduate Teaching Assistantships starting in Year 4 as class sizes increase. Assistantship costs have been assigned proportionately across the proposed MS and PhD programs.

Library: No additional library resources will be required to support the proposed program.

Other: Other costs include the following: i) inter-departmental payments to buy out faculty time from other departments to support instruction for Biomedical Engineering courses; ii) small instruments and supplies needed for in-class demonstrations; and iii) marketing and recruitment costs. Other costs have been assigned proportionately across the proposed MS and PhD programs.

Program Budget: AU projects the proposed program will require $2,246,026 in new funds over the first seven years, with the largest costs associated with hiring an additional lecturer. The Department of Chemical Engineering plans to meet initial resource requirements with internal reallocations of approximately $170,000. By Year 5, annual revenue is expected to consistently exceed yearly expenses. Over the first seven years, the program is expected to generate $2,737,295 in revenue through tuition and fees.

Attachment 3

Master of Science in Biomedical Engineering
Auburn University

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
Program Courses		**9**		
BMEN 6810 or BMEN 6840	Fundamentals of Biomedical Engineering or Computational Biomedical Engineering Fundamentals	3		
BMEN 6850	Quantitative Physiology	3		
Varies	Foundational Engineering Elective *Students in both the Thesis option and Non-Thesis option must complete one course from an approved foundational graduate engineering curriculum that aligns with their BS engineering expertise. Students may choose an approved graduate course from Chemical Engineering, Computer Science and Software Engineering, Electrical Engineering, Industrial and Systems Engineering, Materials Engineering, Mechanical Engineering, or Aerospace Engineering.*	3		
Program Options (enter total credit hours from all options below)		**15**		
Program Electives		**6**		
Students in both the Thesis option and Non-Thesis option must complete two Engineering Technical Electives in consultation with their advisor. Approved elective courses are listed below:				
BMEN 6830	Cell and Tissue Engineering	3		
BMEN 6840	Computational Biomedical Engineering Fundamentals	3	Y	
BMEN 6860	Biomedical Engineering Project Management, Bioethics, and Research Skills	3	Y	
BMEN 6870	Quantitative and Mathematical Methods in BME	3	Y	
BMEN 6880	Modeling and Analysis in Biomedical Engineering	3	Y	
BMEN 6890	Protein Engineering Applications	3		
BMEN 6970	Advanced Special Topics in Biomedical Engineering	3	Y	
CHEN 6800	Biochemical Engineering	3		
CHEN 6970	Advanced Special Topics in Chemical Engineering	3		
COMP 6970	Special Topics	3		
ELEC 6810	Computed Imaging Systems	3		
ELEC 6830	Biomedical Applications of Electromagnetics	3		
ELEC 6970	Special Topics	3		
ELEC 7450	Digital Image Processing	3		
INSY 6650	Healthcare Systems, Culture, and Policy	3		
INSY 6080	Human Factors Engineering	3		
INSY 6670	Human Factors in Healthcare	3		
INSY 7060	Fundamentals of Ergonomics	3		
INSY 7070	Occupational Biomechanics	3		
INSY 7970	Industrial and Systems Engineering Special Topics	3		
MATL 6700	Biomaterials	3		
MATL 6720	Biomedical Applications of Polymeric Materials	3		
MATL 6970	Intermediate Special Topics in Materials Engineering	3		
MATL 7600	Biosensors	3		

MATL 7630	Nanomaterials for Biotechnology	3		
MECH 6330	Introduction to Biomechanical Engineering	3		
MECH 6970	Intermediate Special Topics in Mechanical Engineering	3		
Required Thesis/Research		**0**		
Capstone/Internship/Practicum		**0**		
	Total Credit Hours Required for Completion:	**30**		

Option Name:	**Thesis Option**			
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
BMEN 6860	Biomedical Engineering Project Management, Bioethics, and Research Skills	3	Y	
BMEN 6870	Quantitative and Mathematical Methods in BME	3	Y	
BMEN 7900	Independent Study	0-3		
BMEN 7950	Graduate Seminar	0-3		
BMEN 7990	Research and Thesis	6		
	Total Option Credit Hours Required for Completion:	15		

Option Name:	**Non-Thesis Option**			
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
Varies	*Non-Thesis students will select an additional 15 credit hours from the list of approved Engineering Technical Electives*	3 x 5		
	Total Option Credit Hours Required for Completion:	15		

DECISION ITEM: A-2b — Auburn University, Doctor of Philosophy in Biomedical Engineering (CIP 14.0501)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Philosophy (PhD) in Biomedical Engineering.

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 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.

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 2.8, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).

2. That the annual average number of graduates for the period 2031-32 through 2033-34 (three-year average) will be 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

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

Auburn University (AU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 program will build on existing curriculum, faculty, and resources across AU's College of Engineering and specifically within the Department of Chemical Engineering to support a coherent doctoral course of study in Biomedical Engineering.

2. The proposed program is designed to prepare graduates for employment in the following occupations: Bioengineers and Biomedical Engineers (SOC 17-2031); Engineers, All Other (SOC 17-2199); and Bioinformatics Scientists (SOC 19-1029.01), occupations which are needed to support statewide economic development efforts in the biotechnology and pharmaceutical industries.

3. The proposed PhD program has been designed to align with the MS in Biomedical Engineering, so that students completing the master's will be able to seamlessly transition into the PhD program.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Auburn University proposal dated March 13, 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:	**Auburn University**							
PROGRAM NAME:	**Biomedical Engineering**						**CIP CODE:**	**14.0501**
SELECT LEVEL:	**GRADUATE (DOCTORATE)**							
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	$41,389	$37,712	$45,317	$66,398	$87,570	$98,534	$108,933	$485,853
EQUIPMENT	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	$0	$0	$0	$0	$0	$0	$0	$0
ASSISTANTSHIPS/FELLOWSHIPS	$0	$0	$0	$36,996	$47,371	$51,750	$55,545	$191,662
LIBRARY	$0	$0	$0	$0	$0	$0	$0	$0
ACCREDITATION	$0	$0	$0	$0	$0	$0	$0	$0
OTHER COSTS	$16,233	$18,591	$22,340	$96,002	$43,169	$48,574	$53,700	$298,609
TOTAL EXPENSES	$57,622	$56,303	$67,657	$199,396	$178,110	$198,858	$218,178	**$976,124**
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**TOTAL**
TUITION + FEES	$22,680	$46,721	$84,214	$99,132	$165,923	$210,339	$257,271	$886,280
EXTERNAL FUNDING								$0
REALLOCATIONS	$34,943	$9,582	$0	$100,264	$12,187	$0	$0	$156,976
TOTAL REVENUES	$57,623	$56,303	$84,214	$199,396	$178,110	$210,339	$257,271	**$1,043,256**
ENROLLMENT PROJECTIONS								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	4	7	12	17	20	23	**13.83**
PART-TIME ENROLLMENT HEADCOUNT		0	0	0	0	0	0	**0.00**
TOTAL ENROLLMENT HEADCOUNT		4	7	12	17	20	23	**13.83**
***NEW* ENROLLMENT HEADCOUNT**		2	3	5	5	5	5	**4.17**
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**	0	0	0	2	2	3	**2.33**

Attachment 2

Summary of Background Information

Doctor of Philosophy in Biomedical Engineering
Auburn University

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

Program Description: The proposed Doctor of Philosophy (PhD) degree program in Biomedical Engineering at Auburn University is designed to prepare graduates for advanced research, innovation, and leadership roles that support Alabama's growing biotechnology, pharmaceutical, and biomanufacturing industries. The program will provide rigorous doctoral-level training at the interface of engineering and human health, including advanced preparation in engineering fundamentals and biomedical science and interdisciplinary and translational research experience in specialized areas such as biomaterials, drug delivery, cell and tissue biomanufacturing, medical imaging, diagnostics, medical devices, computational analysis, and biomechanics. Training will include professional development in project management, bioethics, and technical communication. The proposed PhD program leverages existing engineering faculty expertise and research infrastructure and ongoing coursework and interdisciplinary collaborations across multiple colleges, departments, and units at Auburn University to contribute to the state's research capacity and innovation ecosystem.

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

1. Demonstrate advanced theoretical mastery of biomedical engineering fundamentals and specialized-field specific expertise that is sufficient to critically evaluate, extend, and advance knowledge in a chosen research area (e.g., biomaterials and drug delivery, cell and tissue biomanufacturing, medical imaging and diagnostics, computational biomedical engineering, or biomechanics and devices).
2. Formulate novel biomedical engineering research questions by critically synthesizing technical literature, identifying knowledge gaps, and selecting or developing appropriate analytical, computational, or experimental approaches to address these questions.
3. Independently integrate advanced engineering principles with biological and medical sciences to solve novel research questions and generate new knowledge or capabilities, including the ability to conceive, design, execute, and interpret original biomedical engineering research that meets the standards for peer-reviewed scholarly dissemination.
4. Effectively communicate complex, engineering and healthcare-related concepts and research findings via written, oral, and visual modalities and to expert and non-expert audiences.
5. Demonstrate strong independent intellectual leadership and professional responsibility in biomedical engineering research, including mentorship, collaboration, and ethical decision-making within multidisciplinary research environments.

Administration: The program will be administered by the Samuel Ginn College of Engineering, Dr. Mario Eden, Dean; and the Department of Chemical Engineering, Dr. Elizabeth Lipke, Chair.

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

Public Review: The program was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Related Programs: The following institutions offer related doctoral programs:

- University of Alabama at Birmingham, PhD in Biomedical Engineering (CIP 14.0501); PhD in Biotechnology (CIP 26.1201)
- University of Alabama in Huntsville, PhD in Biotechnology Science and Engineering (CIP 26.1201)
- University of South Alabama, PhD in Chemical and Biomolecular Engineering (CIP 14.0702)

Relationship to Existing Coursework: Biomedical engineering research, education, and training is already ongoing at Auburn University across the Samuel Ginn College of Engineering. Planning has been coordinated by the Auburn Biomedical Engineering Advisory Committee, which includes faculty from the Aerospace Engineering, Chemical Engineering, Computer Science, Electrical Engineering, Industrial and Systems Engineering, Materials Engineering, and Mechanical Engineering departments. The Auburn Biomedical Engineering Advisory Committee leadership has also worked extensively with the Auburn University College of Science and Mathematics (COSAM) during the proposed program development. The proposed Biomedical Engineering PhD degree program will integrate existing coursework and health-related interdisciplinary research across all Engineering departments into a concerted program, which will provide a synergistic and cohesive training track for doctoral-level students pursuing biomedical engineering careers in academia or industry. The Department of Chemical Engineering, which serves as the home department for the program, currently offers several Biomedical Engineering courses as graduate electives within its PhD in Chemical Engineering (CIP 14.0701). In addition, course requirements are aligned such that students from the proposed Biomedical Engineering MS degree program will be able to seamlessly transition into the PhD program. Additional course requirements will depend on whether the Thesis or Non-Thesis MS was completed and MS elective course selection.

Collaboration: Although the proposed Biomedical Engineering program does not require the support of other institutions or external entities, industry input has informed decision making about the design of the proposed Biomedical Engineering PhD program curriculum and the content of the required core courses. In addition, AU is exploring a potential collaboration with Alabama State University to establish an enrollment pipeline for students graduating from ASU's BS in Biomedical Engineering to pursue graduate studies at Auburn.

Professional Licensure: The proposed PhD in Biomedical Engineering is not considered a professional licensure program in the State of Alabama.

Admissions: Prospective doctoral students will be admitted according to standard College of Engineering graduate degree admissions/policies for the doctoral degree. A prospective student who already holds a MS in Biomedical Engineering or a related field may be able to apply some credit toward the required graded coursework.

Mode of Delivery: The coursework for PhD students will be delivered primarily in-person, although the planned technical elective courses may be delivered as hyflex courses (jointly in-person and online) to accommodate distance education MS students. Students cannot complete the entire Biomedical Engineering PhD program through distance education.

Curriculum: AU plans to develop five new courses for the proposed program. Several other courses originally developed as Special Topics courses in related disciplines will become part of the Biomedical Engineering (BMEN) graduate course offerings. The intended program duration for full-time students entering with a baccalaureate degree is 15 semesters. Students who are admitted to the PhD after completing the Non-Thesis MS in Biomedical Engineering at AU may be able to complete the PhD with only 30 additional credit hours for research/dissertation or graduate seminar. In keeping with AU graduate policies, the maximum number of graduate credits that can be transferred in from another institution is 12 credit hours.

Curriculum Overview of Proposed Program	
Credit hours required in **program courses**	15
Credit hours in **program options**	0
Credit hours in **program electives**	15
Credit hours in **required dissertation/research**	30
Credit hours in **required capstone/internship/practicum**	0
Total Credit Hours Required for Completion	**60**

The required coursework includes 60 credit hours, comprised of 30 graded credit hours and 30 ungraded research/dissertation or graduate seminar credit hours. Two semesters of graduate teaching assistantship are also required to solidify core knowledge. The PhD qualifying examination consists of a

written National Institutes of Health (NIH)-style proposal, followed by a preliminary oral examination administered by the research advisory committee. The research advisory committee comprises at least four faculty members, including at least three Engineering faculty members. The student advances to candidacy upon successful completion of the PhD qualifying and preliminary oral examinations. The PhD final defense consists of a written dissertation, followed by a final oral examination administered by the research advisory committee.

Industry Need: The proposed MS is designed to prepare graduates for employment in the following occupations: Bioengineers and Biomedical Engineers (SOC 17-2031); Engineers, All Other (SOC 17-2199); and Bioinformatics Scientists (SOC 19-1029.01). The State of Alabama has prioritized economic development through the expansion of its biotechnology and pharmaceutical industries. Companies employing biomedical engineering trained personnel contribute substantially to the state economy. As reported by the EDPA, the bioscience and biomedical sectors generate approximately $7.3 billion in annual economic activity and support nearly 48,000 jobs statewide. The state has also invested in translating biotechnology research into clinical and commercial impact through the HudsonAlpha Institute for Biotechnology in Huntsville, Station 41 in Birmingham, and the Wiregrass Innovation Center in Dothan, each of which serves as an incubator for biotechnology companies. Continued growth of Alabama healthcare and biotechnology companies such as BioCryst Pharmaceuticals, Brookwood Pharmaceuticals, Evonik Industries, Baxter International, Turner Medical, and Oxford Pharmaceuticals, along with many startup companies, has elevated awareness of the need for workforce development. The Bronze Valley initiative launched in 2018 strengthens workforce development and capital access for science- and technology-based innovation. More recently, in 2025, Eli Lilly announced plans to construct a $6 billion next-generation synthetic medicine active pharmaceutical ingredient manufacturing facility in Huntsville, bringing approximately 450 high-value jobs, including engineering positions. Collectively, biotechnology and pharmaceutical industries rely heavily on graduate-educated biomedical engineers for advancing research, development, and manufacturing.

Student Demand: Biomedical Engineering PhD new student enrollment numbers are estimated to reach a steady state of five by Year 4. As reported in the Business Plan, the full student enrollment numbers were determined based on a conservative estimate of the numbers of students expected to enroll in the PhD program. The information used in this projection was collected through an EAB study, an employer survey, a survey of current Auburn University students, and knowledge of the numbers of PhD students currently working on biomedical engineering-related research across the Samuel Ginn College of Engineering. There are currently over 20 faculty members actively conducting biomedical engineering research, with between three and six externally funded PhD students per research group. Going forward, if one student from each research group enrolls in the PhD in Biomedical Engineering, that would yield 10 new students per year.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	7	17
	Part-Time Faculty		
	Administration		
	Support Staff	1	
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

AU currently has enough full-time qualified faculty to ensure curriculum quality, integrity, and ongoing program review. Faculty across multiple Engineering departments are already regularly teaching the majority of the proposed Biomedical Engineering coursework. AU intends to buy out instructional time for several of these faculty members to be released from their home departments and teach in the

Biomedical Engineering program. While the program could technically rely on these existing course offerings to meet minimum requirements, doing so without dedicated instructional capacity would limit scheduling flexibility, coordinated oversight, and long-term program quality. To address this, the Business Plan includes the costs of adding one full-time lecturer position in the Department of Chemical Engineering. This non-tenure-track faculty member will have the experience and expertise needed either to teach core Biomedical Engineering courses or cover the full range of undergraduate Chemical Engineering courses so that tenure-track faculty can teach graduate-level Biomedical Engineering courses. Personnel costs have been split between the proposed MS and PhD programs, with the greater share borne by the MS program, based on the total number of students enrolled.

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

Facilities: Modification and upgrade of an existing laboratory space will be undertaken to make it suitable for Biomedical Engineering instruction, along with acquisition of a select number of experimental setups necessary to provide experiential learning and course enrichment opportunities for students in the new curricula. This is budgeted for in Year 4 based on projected student numbers reaching the level at which the existing laboratory space will no longer be sufficient. Costs for facilities upgrades have been assigned proportionately across the proposed MS and PhD programs.

Assistantships: The projected costs include four 0.5 FTE Graduate Teaching Assistantships starting in Year 4 as class sizes increase. Assistantship costs have been assigned proportionately across the proposed MS and PhD programs.

Library: No additional library resources will be required to support the proposed program.

Other: Other costs include the following: i) inter-departmental payments to buy out faculty time from other departments to support instruction for Biomedical Engineering courses; ii) small instruments and supplies needed for in-class demonstrations; and iii) marketing and recruitment costs. Other costs have been assigned proportionately across the proposed MS and PhD programs.

Program Budget: AU projects the proposed PhD program will require $976,124 in new funds over the first seven years, with the largest costs associated with hiring an additional lecturer. Given the higher relative costs of PhD programs with fewer students enrolled, the Department of Chemical Engineering anticipates that the program will need to be supported by internal reallocations for the first five years, totaling $156,976, and become self-sustaining thereafter. These projections do not consider any external sponsored research funds, which, if awarded, may enable the program to become self-sustaining before Year 6.

Attachment 3

Doctor of Philosophy in Biomedical Engineering
Auburn University

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
Program Courses		**15**		
BMEN 6810 or BMEN 6840	Fundamentals of Biomedical Engineering or Computational Biomedical Engineering Fundamentals	3		
BMEN 6850	Quantitative Physiology	3		
BMEN 6860	Biomedical Engineering Project Management, Bioethics, and Research Skills	3	Y	
BMEN 6870	Quantitative and Mathematical Methods in BME	3	Y	
Varies	Foundational Engineering Elective *PhD students must complete one course from an approved foundational graduate engineering curriculum that aligns with their BS engineering expertise. Students may choose an approved graduate course from Chemical Engineering, Computer Science and Software Engineering, Electrical Engineering, Industrial and Systems Engineering, Materials Engineering, Mechanical Engineering, or Aerospace Engineering.*	3		
Program Options (enter total credit hours from all options below)		**0**		
Program Electives		**15**		
PhD students must complete five Engineering Technical Electives in consultation with their advisor. Approved elective courses are listed below:				
BMEN 6830	Cell and Tissue Engineering	3		
BMEN 6840	Computational Biomedical Engineering Fundamentals	3	Y	
BMEN 6880	Modeling and Analysis in Biomedical Engineering	3	Y	
BMEN 6890	Protein Engineering Applications	3		
BMEN 6970	Advanced Special Topics in Biomedical Engineering	3	Y	
CHEN 6800	Biochemical Engineering	3		
CHEN 6970	Advanced Special Topics in Chemical Engineering	3		
COMP 6970	Special Topics	3		
ELEC 6810	Computed Imaging Systems	3		
ELEC 6830	Biomedical Applications of Electromagnetics	3		
ELEC 6970	Special Topics	3		
ELEC 7450	Digital Image Processing	3		
INSY 6650	Healthcare Systems, Culture, and Policy	3		
INSY 6080	Human Factors Engineering	3		
INSY 6670	Human Factors in Healthcare	3		
INSY 7060	Fundamentals of Ergonomics	3		
INSY 7070	Occupational Biomechanics	3		
INSY 7970	Industrial and Systems Engineering Special Topics	3		
MATL 6700	Biomaterials	3		
MATL 6720	Biomedical Applications of Polymeric Materials	3		
MATL 6970	Intermediate Special Topics in Materials Engineering	3		

MATL 7600	Biosensors	3		
MATL 7630	Nanomaterials for Biotechnology	3		
MECH 6330	Introduction to Biomechanical Engineering	3		
MECH 6970	Intermediate Special Topics in Mechanical Engineering	3		
Required Dissertation/Research		**30**		
BMEN 7900	Independent Study	varies		
BMEN 7950	Graduate Seminar	varies		
BMEN 8990	Research and Dissertation	varies		
Capstone/Internship/Practicum		**0**		
	Total Credit Hours Required for Completion:	**60**		

DECISION ITEM: A-3a — Auburn University at Montgomery, Bachelor of Science in Artificial Intelligence and Robotics (CIP 11.0102)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Science (BS) in Artificial Intelligence and Robotics.

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 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.

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 2030-31 through 2033-34 (four-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

3. That the Bachelor of Science (BS) in Computer Science (CIP 11.0701) will maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

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

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, 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 with reservations is based on the following rationale:

1. Graduates of the BS in AI and Robotics program will be prepared for employment as software developers, which are included on the 2024-25 Alabama Demand Occupations List, as well as data scientists and robotics engineers.

2. This program will build on AUM's existing faculty expertise in Computer Science and AI and will require no new resources to implement as proposed.

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 March 13, 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:	**Auburn University at Montgomery**							
PROGRAM NAME:	**Artificial Intelligence and Robotics**						**CIP CODE:**	**11.0102**
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	$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	$0	$0	$0	$0	$0	$0	$0	$0
OTHER COSTS	$0	$0	$0	$0	$0	$0	$0	$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	$114,201	$420,350	$538,720	$604,630	$604,630	$604,630	$604,630	$3,491,791
EXTERNAL FUNDING								$0
REALLOCATIONS								$0
TOTAL REVENUES	$114,201	$420,350	$538,720	$604,630	$604,630	$604,630	$604,630	$3,491,791
ENROLLMENT PROJECTIONS								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	27	37	45	45	45	45	40.67
PART-TIME ENROLLMENT HEADCOUNT								0.00
TOTAL ENROLLMENT HEADCOUNT		27	37	45	45	45	45	40.67
***NEW* ENROLLMENT HEADCOUNT**		15	15	15	15	15	15	15.00
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**	0	0	8	8	8	8	**8.00**

Attachment 2

Summary of Background Information

Auburn University at Montgomery
Bachelor of Science in Artificial Intelligence and Robotics

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

Program Description: The proposed BS in Artificial Intelligence and Robotics is designed to prepare students for careers and graduate study in robotics, automation, and intelligent systems. The curriculum will integrate computer science, engineering fundamentals, mathematics, and hands-on laboratory experiences to develop expertise in programming, embedded systems, machine learning, computer vision, and autonomous systems. Emphasis will be placed on applied problem solving, teamwork, ethical responsibility, and real-world projects aligned with regional and national workforce needs. Graduates will be equipped with the technical, analytical, and professional skills required to contribute to innovation in advanced manufacturing, healthcare, defense, logistics, and emerging technology sectors.

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

1. Apply foundational concepts in robotics, artificial intelligence, computer science, and engineering—including programming, electronics, mechanics, and data structures—to analyze and solve real-world problems.
2. Design, build, and test robotic systems that integrate hardware and software components such as sensors, actuators, microcontrollers, and embedded systems.
3. Implement and evaluate AI algorithms, including machine learning, computer vision, and intelligent decision-making for autonomous and semi-autonomous systems.
4. Use mathematical and statistical methods (e.g., linear algebra, probability, and optimization) to model, simulate, and analyze robotic and AI systems.
5. Demonstrate effective teamwork and communication skills by collaborating on multidisciplinary projects and clearly presenting technical results to diverse audiences.
6. Apply ethical, societal, and professional considerations in the design and deployment of robotics and AI technologies.
7. Engage in problem-solving, innovation, and lifelong learning by using modern tools, research methods, and industry practices to adapt to evolving technologies in robotics and AI.

Administration: The program will be administered by the College of Sciences, Dr. Douglas Leaman, Dean; and the Department of Computer Science and Computer Information Systems, Dr. Lei Wu, Chair.

Peer Review: The program proposal was available for review by the College and University Chief Academic Officers Association (CUCAO). One response was received, which requested clarification on the facilities and equipment available to support the program as described. This concern has been addressed under the section on “Relationship to Existing Coursework.”

Public Review: The program was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: Recently, both Alabama A&M University and The University of Alabama received approval for BS programs in Artificial Intelligence at CIP 11.0102 (scheduled to begin in Fall 2026). The proposed BS in AI and Robotics will be substantially similar but will serve the Montgomery region.

Relationship to Existing Coursework: The proposed BS is associated with AUM’s BS in Computer Science (CIP 11.0701) through shared foundational coursework, faculty expertise, and instructional resources. The program will leverage existing AI-and-robotics elective coursework and hands-on robotics laboratory experiences to create a distinct curricular pathway. Nonetheless, the program may draw enrollments away from the existing undergraduate program. At the graduate level, AUM’s Department of

Computer Science offers an MS in Computer Science (CIP 11.0701). The Department of Information Systems in the College of Business offers an MS in Artificial Intelligence (CIP 30.7101), along with several related post-baccalaureate certificates, which leverage equipment available through the Artificial Intelligence Research Laboratory.

Collaboration: AUM's Department of Computer Science does not have plans for outside collaboration.

Admissions: Students must meet standard AUM undergraduate admission requirements, including Pre-Calculus and a lab-based science course, preferably Physics. However, if the minimum background needed to succeed in this program is not met, appropriate prerequisite courses will be recommended.

Mode of Delivery: The proposed program will be offered in three formats:

- In-person option – face-to-face classroom sessions and lab-instructor-guided practice in the lab primarily on the main AUM campus utilizing existing computer science instructional facilities, the newly established NSF AI lab, Maker's Lab, Robotics lecture lab, and senior capstone practicum lab.
- Hybrid option – more than 50% face-to-face classroom sessions and lab-instructor-guided practice in the lab with the remaining sessions online.
- Online option – 100% online sessions with carefully designed faculty lecturing using digital materials that have embedded reinforced learning interactions and instructor-guided online lab practices.

Online course options will be available to students to take regardless of whether they are pursuing a fully online program or not, although the online versions of free electives may not be offered every semester (just as face-to-face courses, especially program electives, are not necessarily offered every semester).

Curriculum: AUM's Department of Computer Science already offers all coursework associated with the proposed degree program, and therefore no new courses will be developed.

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	45
Credit hours required in **program courses**	55
Credit hours in **program options**	0
Credit hours in **free electives**	17
Credit hours in **capstone/internship/practicum**	3
Total Credit Hours Required for Completion	**120**

The program is designed to provide sufficient theoretical foundation and applied experience to support immediate workforce entry and pursuit of related graduate study. While no further education is required for entry-level roles, graduates may choose to pursue employer-provided on-the-job training; industry certifications or professional development opportunities; or graduate study in artificial intelligence, robotics, computer science, engineering, or related fields.

Work-Based Learning: Students will be required to complete a practicum where they will engage in supervised, discipline-relevant work with an approved industry, government, or research host, and work individually or in teams to design, implement, document, and present substantial artifacts, such as an AI application, algorithms, data analytics solution, or system prototype that integrates knowledge from across the curriculum and addresses a defined technical or organizational problem. Students are expected to apply core principles of AI and robotics to real-world problems; employ industry-standard tools, development environments, and collaborative workflows; and communicate effectively with both technical and non-technical audiences through written reports and oral or poster presentations. Student performance will be assessed through supervisor evaluations, faculty coordinator review of project deliverables, a written report, and a final presentation.

Programmatic Accreditation: The Accreditation Board for Engineering and Technology (ABET) is in the process of developing standards for demonstrating quality in undergraduate programs in AI. AUM has

indicated that it does not intend to pursue ABET accreditation, once available. The proposed program does not require specialized programmatic accreditation for operation or licensure.

Professional Licensure: No professional license or certification is required for entry-level employment, and therefore, the BS in Artificial Intelligence and Robotics is not considered a professional licensure program.

Industry Need: Graduates will be prepared for employment in the following occupations: Software Developers (SOC 15-1252, included on the 2024-25 Alabama Demand Occupations list); Data Scientists (SOC 15-2051); and Engineers, All Other (SOC 17-2199). The proposed program directly responds to documented workforce demand in Alabama for professionals with expertise in artificial intelligence, automation, robotics, data analytics, machine learning, and intelligent systems. Alabama's technology and manufacturing sectors have experienced rapid growth, with the state's tech sector increasing its economic output by approximately 50% since 2018 and projected to account for over 5% of total GDP by 2030, supported by venture capital investment and expanding tech enterprises in Huntsville, Birmingham, and Mobile. This expansion underscores the importance of a workforce skilled in software, AI, and automation disciplines. The manufacturing and advanced production industries, core components of Alabama's economy, are increasingly integrating automation and robotics into operations, creating demand for workers who understand advanced production systems, automated control, and robotics technology. Employers across aerospace, defense, automotive manufacturing, logistics, and cybersecurity sectors in the state actively seek graduates with interdisciplinary computing and automation competencies to manage intelligent systems and data-driven decision-making processes.

Student Demand: The proposed program's applied focus, modern curriculum, and alignment with emerging workforce needs will position it to retain existing students and attract new students, including transfers, dual-enrollment, and those seeking interdisciplinary programs that combine computing, AI, and robotics rather than traditional single-discipline degrees. AUM reviewed enrollment numbers in existing courses that show an increased demand in machine learning/artificial intelligence and automation and robotics: 315 computer science students have taken some version of machine learning or AI courses over the last 3 years (offered primarily in the fall semester and grew steadily to a peak in Fall 2025 of 89 students); and special project courses targeting automation and robotics (lab-based courses) have enrolled 75 students over the last 3 years. In addition, several students have pursued independent research projects related to AI and robotics with the associated faculty members and have presented their work at internal and regional science conferences.

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

AUM has allocated eight dedicated, full-time faculty members to ensure the curricular quality and integrity of the BS in AI and Robotics. These faculty will utilize a strategic rotation model, alternating the courses from the major across the three academic semesters (Fall, Spring, and Summer) to provide consistent year-round coverage of program requirements. By coordinating their instructional loads, these faculty can maintain a high-quality hands-on mentorship, while leveraging existing faculty from other departments for foundational coursework. This rotating faculty structure will ensure that

students have a clear, efficient pathway to graduation without compromising the rigor of technical instruction or program oversight.

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

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

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

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

Program Budget: The proposal projects that no new funds will be required to support the program over the first seven years. Over the same period, the program is expected to generate $3,491,791 in tuition and fees.

Attachment 3

Auburn University at Montgomery
BS in Artificial Intelligence and Robotics

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses		**45**		
UNIV 1000	University Success	3		
ENGL 1010&1020	English Composition I &II	6		
Area II. Humanities and Fine Arts	*Students must complete a 6-hour sequence in either Literature (ENGL 2530/2540, ENGL 2570/2580, ENGL 2600/2610, ENGL 2670/2680) or in History (at least one mandatory literature course). If two Literature courses are taken in a sequence, then only one History course is required); Fine Arts (MUSI 2110, VISU 1000, or THEA 2040); Humanities (Communication, languages, ethics, philosophy)*	12		
Area III. Natural Science and Math	*MATH 1610 Calculus I; and two Science/Lab (courses with respective labs to include BIOL, CHEM, PSCI, PHYS)*	12		
Area IV. History, Social Sciences and Behavioral	*Option I: History Sequence (HIST 1010/1020, 1017/1027, 1060/1070, 1080/1090, HONR 1957/2757/3757); ANTH, ECON, GEOG, JUST, POLS, PSYC, SOCI*	12		
Program Courses and Required Electives		**55**		
CSCI 2000/2001	Functional Programming Languages	4		
CSCI 2100	Linux/Unix for AI/IT/Cyber Robotics Foundations	3		
CSCI 2020	Introduction to Micro Embedded System and Development	3		
CSCI 3000/3001	Object-Oriented Programming Languages and Labs	4		
CSCI 3400	Data Structure	3		
CSCI 3600	Algorithm Design and Analysis	3		
CSCI 3703	Introduction to Database Systems and Labs	4		
MATH 2260 or MATH 3600	Linear Algebra or Applied Linear Algebra	3		
CSCI 2160	Fundamentals of AI Computing	3		
CSCI 2163	Python Programming Language for AI/IT/Cyber/Robotics	4		
CSCI 3170	Machine Learning Foundation	3		
CSCI 3180	Deep Learning Foundation	3		
CSCI	AI & Robotics Elective	3		
CSCI	AI & Robotics Elective	3		
CSCI	AI & Robotics Elective	3		
CSCI	AI & Robotics Elective	3		
CSCI	AI & Robotics Elective	3		
Program Options		**0**		
Free Electives		**17**		
Capstone/Internship/Practicum		**3**		
CSCI 4924	Internship Capstone Practicum	3		Y
	Total Credit Hours Required for Completion:	**120**		

DECISION ITEM: A-3b — Auburn University at Montgomery, Bachelor of Science in Information Technology and Cybersecurity (CIP 11.1003)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Science (BS) in Information Technology and Cybersecurity.

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 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.

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 2030-31 through 2033-34 (four-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

3. That the Bachelor of Science in Business Administration (BSBA) in Information Systems (CIP 11.0103) maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

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

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, 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 with reservations is based on the following rationale:

1. Graduates of the BS in Information Technology and Cybersecurity will be prepared for employment in positions included on the 2024-25 Alabama Demand Occupations List including information security analysts, computer user support specialists, and software developers.

2. This program will build on AUM's existing faculty expertise in information technology and cybersecurity and will require no new resources to implement as proposed.

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 March 13, 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:	**Auburn University at Montgomery**							
PROGRAM NAME:	**Information Technology and Cybersecurity**						**CIP CODE:**	**11.1003**
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	$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	$0	$0	$0	$0	$0	$0	$0	$0
OTHER COSTS	$0	$0	$0	$0	$0	$0	$0	$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	$114,201	$420,350	$538,720	$604,630	$604,630	$604,630	$604,630	$3,491,791
EXTERNAL FUNDING								$0
REALLOCATIONS								$0
TOTAL REVENUES	$114,201	$420,350	$538,720	$604,630	$604,630	$604,630	$604,630	$3,491,791
ENROLLMENT PROJECTIONS								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	27	37	45	45	45	45	40.67
PART-TIME ENROLLMENT HEADCOUNT								0.00
TOTAL ENROLLMENT HEADCOUNT		27	37	45	45	45	45	40.67
***NEW* ENROLLMENT HEADCOUNT**		15	15	15	15	15	15	15.00
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**	0	0	8	8	8	8	**8.0**

Attachment 2

Summary of Background Information

Auburn University at Montgomery
Bachelor of Science in Information Technology and Cybersecurity

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

Program Description: The proposed BS in Information Technology and Cybersecurity is designed to prepare students for careers in IT infrastructure, cybersecurity, network administration, and information assurance. The curriculum will combine foundational computing knowledge with specialized instruction in network security, systems administration, cloud technologies, digital forensics, and risk management. Through hands-on labs, applied projects, and experiential learning, students will develop practical skills in securing systems, protecting data, and responding to cyber threats. It will also emphasize technical competence, ethical responsibility, and problem-solving aligned with regional and national workforce demands. Graduates will be prepared for immediate employment in industry and government or for advanced study in information technology and cybersecurity fields.

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

1. Apply core information technology concepts, including networking, operating systems, databases, and system administration, to solve technical problems.
2. Design, implement, and secure computing systems and networks using industry-standard tools, protocols, and best practices.
3. Identify, analyze, and mitigate cybersecurity threats and vulnerabilities through risk assessment, penetration testing, and defensive security techniques.
4. Demonstrate proficiency in scripting and programming to automate tasks, analyze system behavior, and support cybersecurity operations.
5. Apply principles of digital forensics and incident response to investigate security breaches and document findings in a professional manner.
6. Evaluate legal, ethical, and policy issues related to cybersecurity, privacy, and information assurance.
7. Communicate technical information effectively through written reports, documentation, and oral presentations for both technical and non-technical audiences.

Administration: The program will be administered by the College of Sciences, Dr. Douglas Leaman, Dean; and the Department of Computer Science and Computer Information Systems, Dr. Lei Wu, Chair.

Peer Review: The program proposal was available for review by the College and University Chief Academic Officers Association (CUCAO). One response was received, expressing some reservations about AUM's decision not to pursue specialized accreditation for the proposed program.

Public Review: The program was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer related programs:

- Athens State University, BS in Information Technology (CIP 11.0103); and BS in Cybersecurity (CIP 11.1003)
- Troy University, BA/BS in Cybersecurity (CIP 11.1003)
- The University of Alabama, BS in Cyber Security (CIP 11.1003)
- University of Alabama in Huntsville, BS in Cyber Operations Technology (CIP 11.1003); and BS in Cybersecurity (CIP 11.1003)
- University of North Alabama, BS in Information Technology (CIP 11.0103)

- University of South Alabama, BS in Information Technology (CIP 11.0103)

Relationship to Existing Coursework: The proposed BS is associated with AUM's BS in Computer Science (CIP 11.0701) through shared foundational coursework, faculty expertise, and instructional resources. At the graduate level, AUM's Department of Computer Science offers an MS in Computer Information Systems and Cyber Security (CIP 11.1003). The program will leverage existing cybersecurity coursework and required hands-on cybersecurity laboratory experiences to create a distinct undergraduate pathway focused on secure IT operations and applied security practice. In addition, AUM's Department of Information Systems in the College of Business offers a BSBA in Information Systems (CIP 11.0103) that includes coursework in network security, database systems, and related topics. The proposed program may draw enrollments away from the existing BSBA program, and therefore an additional post-implementation condition has been added for maintenance of viability in that program.

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

Admissions: The program will follow standard AUM undergraduate admissions requirements. Any program-specific progression standards (e.g., minimum GPA in major courses) will align with existing AUM policy and be published in the catalog.

Mode of Delivery: The proposed program will be offered in three formats:

- In-person option – face-to-face classroom sessions and lab-instructor-guided practice in the lab primarily on the main AUM campus utilizing existing computer science instructional facilities, the newly established NSF AI lab, Maker's Lab, Robotics lecture lab, and senior capstone practicum lab.
- Hybrid option – more than 50% face-to-face classroom sessions and lab-instructor-guided practice in the lab with the remaining sessions online.
- Online option – 100% online sessions with carefully designed faculty lecturing using digital materials that have embedded reinforced learning interactions and instructor-guided online lab practices.

Curriculum: AUM's Department of Computer Science already offers all coursework associated with the proposed degree program, and therefore no new courses will be developed.

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	44
Credit hours required in **program courses**	55
Credit hours in **program options**	0
Credit hours in **free electives**	18
Credit hours in **required capstone**	3
Total Credit Hours Required for Completion	**120**

The curriculum will prepare graduates for high-demand roles in cybersecurity operations, IT infrastructure management, secure software deployment, and cloud security engineering by combining solid computer science fundamentals with applied cybersecurity training and laboratory-based technical practice.

Work-Based Learning: Students will be required to complete a practicum where they will engage in supervised, discipline-relevant work with an approved industry, government, or research host, and work individually or in teams to design, implement, document, and present substantial artifacts, such as a cybersecurity application, IT administration, data analytics solution, or IT system prototype that integrates knowledge from across the curriculum and addresses a defined technical or organizational problem. Students are expected to apply core principles of IT and Cybersecurity to real-world problems; employ industry-standard tools, development environments, and collaborative workflows; and communicate effectively with both technical and non-technical audiences through written reports and oral or poster presentations. Student performance will be assessed through supervisor evaluations, faculty coordinator review of project deliverables, a written report, and a final presentation.

Professional Certifications: The curriculum will prepare students to pursue industry certifications such as CompTIA Security+, CompTIA Network+, Certified Ethical Hacker (CEH), AWS Cloud certifications, and Certified Information Systems Security Professional (CISSP), which enhance post-graduate employment prospects.

Programmatic Accreditation: The Accreditation Board for Engineering and Technology (ABET) Computing Accreditation Commission (CAC) provides standards recognizing program quality in the disciplines of Information Technology and Cybersecurity. AUM has indicated that it does not intend to pursue ABET accreditation. The proposed program does not require specialized programmatic accreditation, but instead it is considered a voluntary recognition of program distinction.

Professional Licensure: No professional license or certification is required for entry-level employment, and therefore, the proposed BS is not considered a professional licensure program.

Industry Need: Graduates will be prepared for employment in the following occupations that are included on the 2024-25 Alabama Demand Occupations list: Information Security Analysts (SOC 15-1212, included on the); Computer User Support Specialists (SOC 15-1232); and Software Developers (SOC 15-1252). The proposed program will address a well-documented shortage of workforce in cybersecurity, information technology infrastructure, cloud computing, and secure software systems across Alabama and the broader Southeast region. Cybersecurity and IT professionals are consistently listed among the fastest-growing occupations nationally, with the US Bureau of Labor Statistics projecting well above-average growth for information security analysts over the next decade. In Alabama, workforce analyses from state economic development organizations and industry groups identify cybersecurity, software infrastructure, and secure network administration as key technical roles supporting the state's defense, aerospace, government, finance, healthcare, manufacturing, and logistics sectors. The Montgomery region hosts major employers involved in cybersecurity, including Maxwell Air Force Base, Gunter Annex, federal agencies, defense contractors, and government IT operations, all requiring trained personnel in network security, secure cloud computing, digital forensics, and cyber defense operations.

Student Demand: The proposed program's applied focus, modern curriculum, and alignment with emerging workforce needs will position it to retain existing students and attract new students, including transfers, dual-enrollment, military-affiliated, and adult learners looking for workforce-oriented computing degrees with strong job prospects. AUM reviewed enrollment numbers in existing courses and identified an increased demand in cybersecurity related courses: LINUX programming courses have enrolled roughly 400 students over the last 3 years; Cryptography courses have enrolled 88 students in the last 3 years; 427 students enrolled in Computer Networks courses; and 111 students enrolled in Network Security courses. The network security course enrollments doubled between 2024 and 2025.

Resources:

Personnel:

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

AUM has six dedicated, full-time faculty members to ensure the curricular quality and integrity of the BS in IT and Cybersecurity. These faculty will utilize a strategic rotation model, alternating the courses from the major across the three academic semesters (Fall, Spring, and Summer) to provide consistent year-round coverage of program requirements. By coordinating instructional loads, faculty can

maintain a high-quality hands-on mentorship while leveraging existing faculty from other departments for foundational coursework. This rotating structure will ensure students have a clear, efficient pathway to graduation without compromising the rigor of technical instruction or program oversight.

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

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

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

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

Program Budget: The proposal projects that no new funds will be required to support the program over the first seven years. Over the same period, the program is expected to generate $3,491,791 in tuition and fees.

Attachment 3

Auburn University at Montgomery
BS in Information Technology and Cybersecurity

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses		**44**		
UNIV 1000	University Success	3		
ENGL 1010&1020	English Composition I & II	6		
Area II. Humanities and Fine Arts	*Students must complete a 6-hour sequence in either Literature (ENGL 2530/2540, ENGL 2570/2580, ENGL 2600/2610, ENGL 2670/2680) or in History (at least one mandatory literature course). If two Literature courses are taken in a sequence, then only one History course is required); Fine Arts (MUSI 2110, VISU 1000, or THEA 2040); Humanities (Communication, languages, ethics, philosophy)*	12		
Area III. Natural Science and Math	*MATH 1610 Calculus I; and two Science/Lab (courses with respective labs to include BIOL, CHEM, PSCI, PHYS)*	11		
Area IV. History, Social Sciences and Behavioral	*Option I: History Sequence (HIST 1010/1020, 1017/1027, 1060/1070, 1080/1090, HONR 1957/2757/3757); ANTH, ECON, GEOG, JUST, POLS, PSYC, SOCI*	12		
Program Courses and Required Electives		**55**		
CSCI 2000/2001	Functional Programming Languages	4		
CSCI 2100	Linux/Unix for AI/IT/Cyber Robotics Foundations	3		
CSCI 2160	Fundamentals of AI Computing	3		
CSCI 2163	Python Programming Language for AI/IT/Cyber/Robotics	4		
CSCI 2310	Cryptography & Cybersecurity Foun.	3		
CSCI 3000/3001	Object-Oriented Programming Languages and Labs	4		
CSCI 3400	Data Structure	3		
CSCI 3703	Introduction to Database Systems and Labs	4		
CSCI XXXX	*Students will select 27 credit hours from the approved program electives:*	27		
CSCI 2350	Secure Parallel Computing Logic Design	3		
CSCI 3320	Ethical Hacking and Ethics in Cybersecurity Foundations	3		
CSCI 3330	Confidential AI ML Privacy Assurance Foundations	3		
CSCI 3340	Private AI and Secure Machine Acceleration Foundations	3		
CSCI 2350	Secure Paral. Computing Logic Design	3		
CSCI 3360	Embedded Reconfigurable Computing Foundations	3		
CSCI 3390	Distributed Ledger Consensus Crypto Security Foundations	3		
CSCI 3410	Post-Quantum Security Distributed Trust Foundations	3		
CSCI 3420	Data Security and Malware Analysis Foundations	3		
CSCI 4080	Digital Forensics Foundations	3		
CSCI 4140	Advanced Machine Learning Security Trait Foundations	3		
CSCI 4180	Security Reverse Engineering Foundations	3		
CSCI 4240	Internet of Things AI Cloud with Security Foundations	3		
CSCI 4260	Computer Security and Reliability Foundations	3		
CSCI 4300	Intro. Operating Systems Foundations	3		
CSCI 4350	Network System Foundations	3		
CSCI 4400	Cloud Computing and Security Foundations	3		
Program Options		**0**		
Free Electives		**18**		
Capstone/Internship/Practicum		**3**		
CSCI 4924	Internship Capstone Practicum	3		Y
	Total Credit Hours Required for Completion:	**120**		

DECISION ITEM: A-4a — Jacksonville State University, Doctor of Arts in English (CIP 23.0101)

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

Staff Recommendation: That the Commission approve the proposed Doctor of Arts (DA) in English with the degree designation of Doctorate, Other (IPEDS Level 19).

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

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

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2028-29 will be at least 2.8, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).

2. That the annual average number of graduates for the period 2028-29 through 2033-34 (six-year average) will be 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

3. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on National Board Certification and educator retention.

Jacksonville State University (JSU) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 DA will extend JSU's graduate offerings in English to the doctoral level. JSU's existing MA in English (CIP 23.0101) and MSEd in Secondary Education--English Language Arts (CIP 13.1205) have demonstrated healthy enrollment and completion numbers.

2. The proposed program would become the fourth practice-focused doctorate offered by JSU, along with the DSc in Emergency Management (CIP 43.0302), the DNP in Nursing (CIP 51.3818), and the EdD in Educational Leadership (CIP 13.0401). All three existing doctoral programs have shown strong performance since implementation.

3. The proposed program is designed to prepare graduates for employment as Secondary School Teachers, Except Special and Career/ Technical Education Postsecondary (SOC 25-2031), which appear on the 2024-25 Alabama Demand Occupations list. Additionally, Secondary English Language Arts teachers are regularly included in the statewide list of teacher shortage areas.

4. The program will be delivered 100% online and is designed for secondary and postsecondary English teachers who want to advance their expertise and salary while continuing to teach full-time.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Jacksonville State University proposal dated December 10, 2025. Available upon request.

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

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

7. "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

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	**Jacksonville State University**							
PROGRAM NAME:	**English**						**CIP CODE:**	**23.0101**
SELECT LEVEL:	**GRADUATE (DOCTORATE)**							
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	$82,500	$206,250	$348,750	$461,250	$573,750	$686,250	$798,750	$3,157,500
EXTERNAL FUNDING								$0
REALLOCATIONS								$0
TOTAL REVENUES	$82,500	$206,250	$348,750	$461,250	$573,750	$686,250	$978,750	**$3,157,500**
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	35	45	55	65	75	**50.00**
PART-TIME ENROLLMENT HEADCOUNT		0	10	15	20	25	30	**16.67**
TOTAL ENROLLMENT HEADCOUNT		25	45	60	75	90	105	**66.67**
***NEW* ENROLLMENT HEADCOUNT**		15	20	25	30	35	40	**27.50**
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**	0	0	10	15	20	25	**17.50**

Attachment 2

Summary of Background Information

Jacksonville State University
Doctor of Arts in English

Instructional Role: The program falls outside the instructional role recognized by the Commission for Jacksonville State University, which is currently recognized as "master's degree granting." The proposed program would be the fourth practice-focused doctorate program for JSU, along with the Doctor of Science (DSc) in Emergency Management (CIP 43.0302, approved in 2010); the Doctor of Nursing Practice (DNP) in Nursing (CIP 51.3818, approved in 2016); and the Doctor of Education in Educational Leadership (CIP 13.0401, approved in 2022). Under the Commission's policy on "Evaluation of Changes to Instructional Role and Academic Units" (Ala. Admin. Code §300-2-1-.11), an institution may seek recognition at a higher degree level once it has successfully implemented three separate degree programs at the higher level. At this time, JSU has elected not to seek a role change to "practice-focused doctorate granting," and therefore, the Commission will review the proposed DA program using the Strategic Benefit threshold, as described in the Commission's policy on "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions" (Ala. Admin. Code §300-2-1.03[8]). Prior to implementation, the institution will need substantive change approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to expand its offerings to include the proposed DA. If the substantive change is approved by SACSCOC, JSU's institutional membership will change to Level VI (four or more doctorates), which is the highest membership level granted by SACSCOC.

Program Description: The proposed Doctor of Arts (DA) in English is designed for master's-level English teachers who strive to advance their content knowledge in their field while continuing to teach full-time at the secondary or post-secondary level. The degree will qualify them to teach college-level courses at their high schools while earning a significant raise in salary based on the state of Alabama's minimum salary schedule for classroom teachers. Additionally, DA students will be given the opportunity to become certified by the National Board for Professional Teaching Standards (NBPTS). The program will equip teachers with high-level training in textual analysis, composition theory, multimodal literacy, and evidence-based reading–writing instruction, enabling them to address the documented gaps in students' comprehension, reasoning, and writing abilities.

Student Learning Outcomes: Learning outcomes of the DA in English include the following abilities:

1. Use advanced pedagogical expertise in the field of English to effectively teach at the secondary and post-secondary levels, specifically DE (dual enrollment) and AP (advanced placement) courses.
2. Carry out original research by applying advanced research methods used in the field of English.
3. Design new courses, curricula, and assessments for high school English courses and programs.
4. Critically engage with texts and perspectives from a variety of worldviews and cultural experiences.
5. Develop and deepen their understanding of equitable, culturally responsive, and sustaining teaching practices, and support them as they use these tools to create learning environments where all students can excel.

Administration: The program will be administered by the College of Arts, Humanities, and Sciences, Dr. Tim Lindblom, Dean; and the Department of English, Dr. Raina Kostova, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Four institutions submitted responses to the proposed program, three of which expressed support for the

program's design and potential benefits. The fourth provided important considerations for ensuring that DA candidates receive adequate mentorship to complete their capstone research project.

Public Review: The program was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are no programs of this kind in the State of Alabama; however, there is a similar program offered at Murray State University in Kentucky, DA in English Pedagogy (CIP 23.0101).

The following institutions offer related research-focused doctoral programs:

- Auburn University, PhD in English (CIP 23.0101)
- The University of Alabama, PhD in English (CIP 23.0101)

Relationship to Existing Coursework: JSU's Department of English currently offers an MA in English (CIP 23.0101), along with a Post-Baccalaureate Certificate in Teaching College Literature (CIP 23.0101), a Post-Baccalaureate Certificate in Teaching College Writing (CIP 23.0101). The proposed DA incorporates some coursework from these graduate programs as elective options. In addition, English faculty collaborate with colleagues in the College of Education and Professional Studies to offer bachelor's and master's programs that lead to Professional Educator Certification in Secondary English Language Arts (CIP 13.1205). Building on this relationship, the Department of English will include two courses from the EdD in Educational Leadership as electives in the DA Program in English: EFD 8501 Data Collection and Management and EFD 8507 Applied Educational Research.

Collaboration: The JSU Regional Inservice Center will partner with the DA program in English to facilitate the National Board Certification of DA students.

Admissions: The DA in English will offer two admissions pathways, and it is expected that most prospective students will enter through the master's pathway:

- Students who already hold a master's degree in English, English Language Arts, or a related field will be required to complete 45 credit hours (12 hours of core; 12 hours of DA research project; and 21 hours of electives).
- Students who hold bachelor's degree in English, English Language Arts, or a related field will be required to complete 69 credit hours (12 hours of core; 12 hours of DA research project; and 45 hours of electives).

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

Curriculum: JSU intends to create 20 new courses for this program. Full-time students entering with a master's degree will be able to count 24 credit hours toward program electives and complete the DA in as few as five semesters. For those individuals who enter the program with prior post-master's coursework, up to 15 credit hours of applicable and appropriate work may apply toward degree requirements.

Curriculum Overview of Proposed Program	
Credit hours required in **program courses**	12
Credit hours in **program electives**	45
Credit hours in **free electives**	0
Credit hours in **required research/capstone project**	12
Credit hours in **required internship/practicum**	0
Total Credit Hours Required for Completion	**69**

Accreditation: No specialized accreditation is available for doctoral programs in English.
Industry Need: The DA in English is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system:

1) Secondary School Teachers, Except Special and Career/ Technical Education Postsecondary (SOC 25-2031, included on the 2024-25 Alabama Demand Occupations list)
2) Postsecondary Teachers (SOC 25-1000)

The 2025 teacher shortage data published by the Alabama State Department of Education (ALSDE) points to a statewide shortage of over 100 English Language Arts (ELA) teachers in grades 6-12, where shortages are defined as teaching positions filled with individuals teaching out of field, substitutes, temporary or emergency certificates. The proposed program is designed to retain highly trained English teachers by enabling them to advance their content knowledge and teaching expertise in the field of English, while continuing to teach high school- or college-level English courses at the high schools where they are currently employed. Once the degree is completed, graduates will likely see a significant increase in their annual salary. For example, a teacher in their 12th year of tenure with a DA degree will earn $9,894 more per year than a teacher with a master's degree. An additional annual increase of $5,000 will result from earning National Board Certification, which will be integrated within the proposed DA in English.

Strategic Benefit: The proposed DA in English builds upon existing JSU's undergraduate and graduate programs in English and Education, creating a coherent academic pipeline and extending current program strengths. The program aligns with several of Alabama's most pressing educational priorities:

1. Strengthening Literacy and ELA Outcomes Statewide: Alabama's middle- and high-school reading performance shows clear evidence of need. NAEP Grade 8 Reading scores place Alabama near the bottom nationally, and only a minority of high-school students meet ACT English proficiency benchmarks. The proposed program will help address statewide literacy challenges by equipping high-school English teachers with advanced, discipline-specific expertise that improves reading, writing, and analytical instruction.
2. Expanding Dual Enrollment and College-Level Instruction in High Schools: The degree prepares secondary educators to teach college-level English courses in Alabama high schools, thereby increasing access to dual-enrollment opportunities for thousands of students—especially those in rural or underserved regions. This promotes college readiness, reduces the cost of higher education for families, and supports the statewide goal of strengthening postsecondary attainment.
3. Improving Teacher Recruitment, Retention, and Professional Advancement: Alabama faces ongoing teacher shortages, especially in high-need subjects like ELA. The DA's online structure offers a pathway for educators to maintain their full-time teaching positions and progress to higher salaries, improving both recruitment and long-term retention.

JSU has submitted letters of support from the following entities, attesting to the strengths of the proposed program and its benefits to the state:

- Alabama State Department of Education (ALSDE), Assistant State Superintendent
- ALSDE Office of School Improvement
- Region 6 Teacher Inservice Center

Student Demand: Student demand is supported by healthy enrollments in JSU's existing programs. Over the past four years, the University's graduate programs in English have experienced significant growth. This is the result of converting the MA in English to 100% online and launching two graduate micro-credentials separate from the MA: one in Teaching College Writing (TCW) and one in Teaching College Literature (TCL). Since 2021, 62 students have graduated from the MA program; 36, from TCL, and 36 from TCW. Students in these programs praise the rigor of the programs and quality of faculty and also testify to the high value of the graduate programs compared to other institutions.
To provide further evidence of demand, in April 2025, JSU conducted an anonymous survey of nine of their dual enrollment English teachers who teach in local high schools. Four of them reported that they are extremely interested in earning a DA in English, while three others indicated they were interested at a high- to moderate-level. The ones who indicated that they are not interested mentioned that they are near retirement and wished that the degree had been available a decade earlier.

Lastly, JSU based its projections for student demand on enrollment growth in the DA in English Pedagogy offered at Murray State University, after which the program is modeled. Since its inception in 2016, Murray State's program grew fivefold, starting with a cohort of 23 students and reaching 117 students in September 2024. Following Murray State's example, JSU expects to start with a cohort of 10 students and progressively increase each following cohort by 5 students.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	14	
	Part-Time Faculty		1
	Administration	1	
	Support Staff	1	
New to be Hired	Full-Time Faculty	3	
	Part-Time Faculty		
	Administration		
	Support Staff		

JSU's English Department currently has 14 full-time faculty with PhD degrees in English or a related field (Rhetoric and Composition, Applied Linguistics, Humanities, and Comparative Literature). These faculty have the necessary credentials, training, and experience to teach the doctoral-level courses for the DA program. Each faculty member will cover courses in their area of specialization and have already taught MA courses to high school English teachers who have completed the post-baccalaureate certificate programs in Teaching College Writing and Teaching College Literature.

The proposed DA will enable current faculty to continue carrying a full-time teaching load, even as sections of service courses decline. Over the past three years, for instance, enrollment numbers in EH 101 and EH 102 (English Composition) have decreased significantly, due to the increased number of students taking dual enrollment English courses at their high schools. A decline in student enrollment is also observable in the literature survey courses as they, too, are offered in high schools as dual enrollment. The DA program will enable faculty to shift their teaching load from lower-level composition and literature surveys to cover new doctoral-level courses. Additionally, in the 2025-2026 academic year, the English Department is hiring three replacement hires for faculty who have recently retired. These will be tenure-track Assistant Professors with PhDs in English who will also teach courses in the DA. Program. Since these are replacement hires, no new expenses have been included for salary/benefits. This means there will be a total of 17 graduate faculty, qualified to teach at the doctoral level.

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

Equipment: No specialized equipment costs 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: Over the first seven years, the program will require no new funds and is expected to generate $3,157,500 through tuition.

Attachment 3

Jacksonville State University
Doctor of Arts in English

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
Program Courses		**12**		
EH 8001	Research Methods in Literature	3	Y	
EH 8002	Teaching Composition	3	Y	
EH 8003	Teaching Literature	3	Y	
EH 8030	Course Design, Curriculum, and Assessment in English Studies	3	Y	
Program Options (enter total credit hours from all options below)		**0**		
Program Electives (select 15 courses; select 7 if entering with MA)		**45**		
EH 8004	Core Classroom Texts	3	Y	
EH 8008	Readings in Genre	3	Y	
EH 8011	Special Topics in English Studies	3	Y	
EH 8020	Special Topics in Rhetoric and Composition	3	Y	
EH 8025	Advanced Study of Major Writers/Themes	3	Y	
EH 8040	Advanced Pedagogy in English Studies	3	Y	
EH 7014	Studies in British Literature pre-1785	3	Y	
EH 7015	Studies in British Literature post-1785	3	Y	
EH 7021	Studies in American Literature pre-1865	3	Y	
EH 7022	Studies in American Literature post-1865	3	Y	
EH 7030	Readings in Literary Time Periods	3	Y	
EH 7032	Special Topics: Diversity in English Studies	3	Y	
EH 7037	Teaching English as a Second Language	3	Y	
EH 7045	Creative Writing Seminar	3	Y	
EH 7050	Advanced Linguistics	3	Y	
EH 7010	The Eighteenth-Century Novel	3		
EH 7057	Studies in Non-Dramatic Elizabethan Literature	3		
EH 7058	Studies in Romantic Literature	3		
EH 7062	Studies in Shakespeare	3		
EH 7064	Middle English Literature	3		
EH 7065	Seventeenth-Century English Literature	3		
EH 7800	Special Problems	3		
EH 7025	Major Authors Seminar	3		
EH 7027	Seminar in Adaptation Studies	3		
EH 7053	Contemporary American Literature	3		
EH 7054	Contemporary European Literature	3		
EH 7055	Literature of the South	3		
EH 7056	Victorian Literature	3		
EH 7033	Teaching College Writing I	3		
EH 7034	Teaching College Writing II	3		
EH 7035	Teaching College Literature: The American Survey	3		
EH 7036	Teaching College Literature: The British Survey	3		
EFD 8501	Data Collection and Management	3		
EFD 8507	Applied Educational Research	3		
Required Research/Capstone		**12**		
EH 8990	Doctor of Art Research Project	12	Y	
Internship/Practicum		**0**		
Total Credit Hours Required for Completion:		**69**		

DECISION ITEM: A-4b

Jacksonville State University, New Non-Exempt Off-Campus Site with Academic Programs:Sanders Flight Training Center, Jasper, Alabama

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the following new off-campus site for Jacksonville State University:

Sanders Flight Training Center
20 Ellis Haynes Dr.
Jasper, AL 35503

Additionally, that the Commission approve the College's request to offer the following degree program at the proposed site:

BS in Aviation (CIP 49.0102)

Jacksonville State University (JSU) plans to begin offering instruction at the site beginning in Fall 2026. Once instructional activities begin at the site, the College will be required to submit annual site follow-up reports to include information on enrollments within the approved degree programs.

Background:

Under its "authority to authorize and regulate off-campus offerings" for public postsecondary institutions (Code of Alabama 1975, §16-5-8[d]), the Alabama Commission on Higher Education has established policies and procedures for reviewing new and existing off-campus sites located in Alabama. Before beginning instruction at an off-campus site, institutions are required to seek approval from the Commission, unless the site is considered "exempt." The following new off-campus sites are exempt from Commission approval, provided that institutions offer only off-campus courses that do not constitute off-campus programs:

a) Sites located on military reservations
b) Business and industry sites where only their employees are enrolled in the off-campus courses
c) Off-campus prison sites where courses are taught exclusively for inmates and prison employees
d) High school sites where courses are taught exclusively to high school students
e) Sites located within the institution's designated service area

The proposed Sanders Flight Training Center site is located in Jasper, Alabama, which is in Walker County, outside JSU's designated service area. Therefore, the site is considered "non-exempt," and Commission approval is required before instructional activities may begin at the site.

Additionally, JSU is proposing to offer all coursework associated with the BS in Aviation, Option in Commercial Aviation at the new site.

Staff recommendation for approval of the site is based on the following rationale:

1) The proposed site has all necessary FAA certifications to provide aviation-related instruction, in keeping with the new BS in Aviation approved for JSU at the March 2026 ACHE meeting.

2) Off-campus instruction at Sanders Flight Training Center will be self-supporting through tuition, fees, and associated flight lab fees. Flight lab fees will cover fuel, instructors, aircraft maintenance, and related instructional costs through the partner flight school arrangement.

3) Those universities whose service area includes the proposed site (The University of Alabama and University of Alabama at Birmingham) do not offer aviation-related undergraduate programs.

Supporting Documentation:

1. Summary of Proposal for Off-Campus Site with Academic Programs, attached.

2. List of Off-Campus Programs and Courses, attached.

3. Jacksonville State University Proposal for New Off-Campus Site at Sanders Flight Training Center. Available upon request.

4. “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

Summary of Proposed Off-Campus Site with Academic Programs
Jacksonville State University

Administrator for Site: Jessica Sanders Walker, President, Sanders Flight Training Center

Location: The proposed site is located in Walker County at the following address:

Sanders Flight Training Center
20 Ellis Haynes Dr.
Jasper, AL 35503

Service Area: The site is located outside JSU's designated service area and within the university service areas of the University of Alabama at Birmingham (UAB) and the University of Alabama (UA). JSU has notified UA and UAB of its intent to offer Commercial Aviation coursework at the Sanders Flight Training Center. Consent is not required since neither UAB nor UA offer aviation programs.

Rationale for the Proposed Site: Jacksonville State University has signed an agreement with the Sanders Flight Training Center to support aviation-related instruction and workforce preparation opportunities for students pursuing aviation studies. The site will provide access to flight instruction and related training activities in partnership with an FAA-approved Part 141 flight school. The proposed location will support student access to aviation instruction in a growing workforce field and provide specialized facilities and resources necessary for flight training.

Facilities and Equipment: The proposed site includes facilities designed to support aviation and flight-related instructional activities. JSU indicated that the instructional arrangement with the partner flight school will support operational needs associated with aviation instruction, including aircraft access, instructors, maintenance, and related services.

Summary of Funding: According to the financial summary submitted by JSU, off-campus instruction at the Sanders Flight Training Center will be self-supporting. As provided in the New Program Proposal Business Plan approved at the March 2026 ACHE meeting, students enrolled in the Commercial Aviation option will pay additional flight lab fees intended to cover fuel, instructors, aircraft maintenance, and related costs borne by the partner flight school.

Attachment 2
List of Off-Campus Programs and Courses

Jacksonville State University (JSU) intends to offer the following program and courses at the proposed Sanders Flight Training Center, beginning in Fall 2026.

BS Aviation (CIP 49.0102)	AVN 105 Private Pilot Ground AVN 151 Private Pilot Flight Lab I AVN 152 Private Pilot Flight Lab II AVN 101 Aviation Foundations AVN 110 Aviation Human Factors AVN 205 Airspace Management AVN 311 Aircraft Systems and Management AVN 320 Airline Operations and Management AVN 330 Aviation Law AVN 401 Commercial Aviation Safety AVN 420 Airport Planning and Management AVN 460 Air Cargo Operations AVN 201 Instrument Pilot Ground AVN 251 Instrument Pilot Flight Lab I AVN 301 Commercial Pilot Ground AVN 340 Aerodynamics of Flight AVN 351 Commercial Pilot Flight Lab I AVN 352 Commercial Pilot Flight Lab II AVN 353 Commercial Pilot Flight Lab III AVN 400 Certified Fight Instructor Ground AVN 402 Multi Engine Ground AVN 440 Propulsion Systems AVN 450 Certified Flight Instructor Flight Lab AVN 451 Certified Flight Instructor Instrument Flight Lab AVN 453 Multi Engine Pilot Flight Lab AVN 470 Crew Resource Management

DECISION ITEM: A-5a — The University of Alabama, Bachelor of Arts in Public Policy (CIP 44.0501)

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

Staff Recommendation: That the Commission approve the proposed Bachelor of Arts (BA) in Public Policy.

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 Public Policy will prepare graduates for roles included on the 2024-25 Alabama Demand Occupations List, such as social and community service managers and compliance officers.

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 March 13, 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:	**Public Policy**						**CIP CODE:**	**44.0501**
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	$265,000	$580,000	$780,000	$930,000	$1,180,000	$1,280,000	$1,280,000	$6,295,000
ADMINISTRATION/STAFF	$355,000	$670,000	$715,000	$715,000	$715,000	$715,000	$715,000	$4,600,000
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	$0	$0	$0	$0	$0	$0	$0	$0
ACCREDITATION AND OTHER COSTS	$500	$0	$0	$0	$0	$0	$0	$500
TOTAL EXPENSES	$620,500	$1,250,000	$1,495,000	$1,645,000	$1,895,000	$1,995,000	$1,995,000	$10,895,500
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**TOTAL**
REALLOCATIONS	$42,675							$42,675
EXTERNAL FUNDING								$0
TUITION + FEES	$577,825	$1,783,035	$3,013,025	$4,261,600	$4,932,350	$5,025,275	$5,118,200	$24,711,310
TOTAL REVENUES	$620,500	$1,783,035	$3,013,025	$4,261,600	$4,932,350	$5,025,275	$5,118,200	$24,753,985
ENROLLMENT PROJECTIONS *Note: "New Enrollment Headcount" is defined as unduplicated counts across years.*								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	75	125	175	200	200	200	162.50
PART-TIME ENROLLMENT HEADCOUNT		8	20	35	50	65	80	43.00
TOTAL ENROLLMENT HEADCOUNT		83	145	210	250	265	280	205.50
***NEW* ENROLLMENT HEADCOUNT**		58	62	65	65	65	65	63.33
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**	0	0	25	50	50	50	**43.75**

Attachment 2

Summary of Background Information

The University of Alabama
Bachelor of Arts in Public Policy

Role: The proposed program is within the instructional role for The University of Alabama (UA). Nonetheless, due to the number of new courses, UA will need to submit a substantive change prospectus to its institutional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Program Description: The proposed BA in Public Policy will train undergraduate students in the theories, values, research and communication skills, and analytical tools that shape the policymaking process, combining coursework in economics, statistics, ethics, political processes, and policy communication with applied exercises, case studies, and a capstone project. Students will learn to analyze policy challenges using data, evaluate programs and outcomes, and articulate solutions to diverse audiences, preparing them to contribute to evidence-based solutions in government, nonprofit, and private-sector settings. The curriculum is designed to equip graduates to actively participate in social and political processes that address community problems, ultimately producing leaders who can strengthen the state's capacity for effective public policy, meet the needs of the state and nation for trained policy analysts, and uphold the University's role as a central institution in developing the state's leaders.

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

1. Apply core economic principles to evaluate public policy problems and assess potential solutions.
2. Explain how social values influence public policy and analyze how value commitments are reflected in policy choices.
3. Communicate policy issues and evidence-based solutions effectively to diverse audiences using appropriate formats and strategies.
4. Design and conduct a policy analysis or program evaluation using appropriate research methods and communicate evidence-based recommendations that address real-world policy challenges.

Administration: The program will be administered by the School of Leadership and Policy, Dr. Joseph Smith, Chair. The Commission approved the establishment of the School of Leadership and Policy at its meeting on March 13, 2026.

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 April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are no degree programs at other Alabama public institutions at the same degree level and CIP code. Nonetheless, Auburn University offers a related undergraduate degree focusing on Public Administration at CIP 44.0401. Outside Alabama, the following public institutions in the SREB Region offer similar programs at the same CIP 44.0501:

- University of Kentucky, BA in Public Policy
- University of Mississippi, BA in Public Policy and Leadership
- University of North Carolina, BA in Public Policy
- University of Tennessee, BS in Public Affairs
- Texas A&M University, BA in Public Service and Administration

Relationship to Existing Coursework: At the undergraduate level, UA currently offers a BA in Political Science and a Minor in Public Policy Studies. The proposed program will rely on courses already developed for these offerings. In addition, Public Policy majors may choose program electives from other social science disciplines, including Anthropology, Economics, Geography, and Social Work. The new degree will build upon the existing interdisciplinary Minor in Public Policy Studies, which is administered by the Department of Political Science. The BA in Public Policy will likely attract students who might otherwise major (or will double-major) in a wide variety of other degree programs. To the extent that this program draws students from existing majors, it will likely not take many from any individual major.

Collaboration: The study of public policy is inherently interdisciplinary, and this degree program reflects that by requiring courses in Political Science, Economics, Mathematics, and Statistics, while also allowing electives from a wide range of departments. No external collaborations are planned at this time.

Programmatic Accreditation: There is no specialized accreditation available for undergraduate programs in Public Policy.

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 Public Policy.

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

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

Curriculum: The program is intended to be completed in eight to ten semesters for full-time students and ten to twelve for part-time. UA has developed six 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**

The BA in Public Policy is designed to prepare students to become ethical, informed, and engaged leaders who can contribute to the development and implementation of evidence-based solutions to complex societal challenges in Alabama and across the nation. Through applied learning, including case studies, policy simulations, a capstone experience, and credit-bearing internship (optional), students will develop practical skills needed to analyze policy challenges, evaluate outcomes, and communicate solutions effectively to diverse audiences.

Industry Need: Graduates will be prepared for employment in the following occupations: Social and Community Service Managers (SOC 11-9151, included on the 2024-25 Alabama Demand Occupations List and Regions 1, 2, 4, 5 and 6 Demand lists); Compliance Officers (SOC 13-1041, included on the 2024-25 Alabama Demand Occupations List and Regions 1, 2, 4, 5, 6 and 7 Demand lists); and Urban and Regional Planner (SOC 19-3051, included on the Region 7 Demand List). The BA in Public Policy will prepare students to contribute to the development and implementation of evidence-based public policy in Alabama and the nation. Grounded in UA's mission to advance the intellectual and social condition of the state, the nation, and the world, the program will train students in policy theory, data analysis, economics, political processes, ethics, and professional communication.

Student Demand: Student interest in a BA in Public Policy is demonstrated by the popularity and growth of the current Minor in Public Policy Studies. The number of students in UA's existing Minor in Public Policy Studies has increased 57% from Fall 2018 to Fall 2025, with 134 students enrolled in Fall 2025. In addition, the Shelby Institute for Policy and Leadership has attracted strong student interest in its recently

launched Shelby Scholars Program, which is a credit-bearing leadership program for undergraduate students from any academic field who are interested in public service. In Spring 2025, the Shelby Institute for Policy and Leadership received over 400 applicants for the program.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty		4
	Part-Time Faculty		
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	7	
	Part-Time Faculty		
	Administration	1	
	Support Staff	6	

UA has sufficient faculty to teach sections of the required program courses in rotation to allow students to move through the degree program promptly. The BA curriculum includes nine required core courses, four of which will be taught in other departments: Principles of Microeconomics (EC 110 or 112), Statistics (MATH 111 or ST 260), American Public Policy (PSC 370) and the course covering the political context of public policy (students choose one from PSC 101, PSC 211, PSC 312, PSC 361, or PSC 368). The remaining five required courses will be offered regularly by seven new faculty. The five tenure-track and two recurring contract faculty will provide ample teaching resources with a significant margin for reduced teaching loads, faculty leave, and developing additional courses. It is worth noting that the seven new faculty assigned to the undergraduate program will be in addition to new faculty hires for the graduate program, which are budgeted separately.

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. Facilities renovation and upgrade costs were included in the previous proposal to establish the School of Leadership and Policy.

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 $10,895,500 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 $24,711,310 in tuition revenue, some of which will be used to subsidize the associated MPP program. Over the first year, the program is anticipated to run a small deficit of approximately $42,000, which will be covered by internal reallocations. The proposed budget does not include any revenue to be generated by external sponsored research, which, if received, will offset costs associated with faculty hires.

Attachment 3

The University of Alabama
BA in Public Policy

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		
SPP 100	Freshman Compass School of Public Policy	1	Y	
	Written Composition	3-6		
	Literature	3		
	Humanities/Fine Arts/Languages	6-8		
	History	3		
EC 110 (112)	Principles of Microeconomics (or Honors) - SBS designated	3		
	Social Behavioral Science	3		
	Natural Science	4		
	Natural Science	4		
	Mathematics/Statistics	3-4		
	US Global Citizenship	3		
Program Courses and Required Electives		**30**		
Math 111	*Statistics (Select one): MATH 111 Introduction to Data Science or ST 260 Statistical Data Analysis*	3		
	Political Context of Policymaking (Select one): PSC 101Intro American Politics; PSC 211 State & Local Govt; PSC 312 American Legislative Systems; PSC 361 Fiscal Policy and Budget; PSC 368 Interest Group Politics	3		
PSC 370	American Public Policy	3		
SPP 3xx	Policy Analysis and Evaluation	3	Y	
SPP 3xx	Economics of Public Policy	3	Y	
SPP 3xx	Values in Public Policy	3	Y	
SPP 3xx	Communicating Public Policy – Writing Core	3	Y	
	Select two elective courses from the following:	6		
ANT 311	Population, Health & Human Origins			
ANT 402	Health Inequities			
ANT 411	Culture, Health, and Healing			
EC 410	Law and Economics			
EC 413	Economic Forecasting & Analysis			
EC/FI 416	Monetary Theory & Policy			
EC 423	Public Finance			
EC 430	International Trade			
EC 480	Economics of Environment			
EC 483	Health Care Economics			
FI 444	Life & Health Insurance			
GY 105	World Regional Geography			
GY 409	Forest Ecosystem Restoration			
GY 440	Community Facility Planning			

GY 441	Land Use Regulations			
GY 452	Environmental Decision Making			
GY 453	Environment & Society			
GY 458	Urban Planning and Analysis			
GY 466	Geography of Automobility			
HY 474	Relation US Latin America			
HY 482	War & Religion in the West			
MS 433	Coastal Zone Management			
POPH 423	Basic Epidemiology			
PSC 365	Environmental Policy			
PSC 375	Election Reform in America			
PSC 413	American Foreign Policy			
PSC 414	Foreign Policy Decision Making			
PSC 434	International Political Economy			
PSC 444	International Organizations			
PSC 445	Humanitarianism			
PSC 446	Political Economy of Security			
PSC 464	The Politics of Health Policy			
PSC 466	The Politics of Poverty			
PSC 468	Politics of Education			
RCH 400	Rural Environmental/ Occupational Health			
SW 200	Reform and Resistance			
SW 205	Honors Reform and Resistance			
SW 206	Growing Old in America			
SW 208	Juvenile Delinquency			
SW 210	Family & Child Welfare			
SW 351	Anti-Oppression Social Justice			
SW 401	Social Welfare Policy and Services			
SW 405	Hon Social Welfare Policy and Services			
SW 419	International Social Work			
	Other Elective Approved by Advisor	3		
Program Options (enter total credit hours from all options below)		**0**		
Free Electives		**44-50**		
	Electives	44-50		
Capstone/Internship/Practicum		**3**		
SPP 4xx	Capstone in Public Policy	3	Y	
	Total Credit Hours Required for Completion:	**120**		

DECISION ITEM: A-5b — The University of Alabama, Master of Public Policy in Public Policy (CIP 44.0501)

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

Staff Recommendation: That the Commission approve the proposed Master of Public Policy (MPP) in Public Policy.

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 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 the existing Master of Public Administration (MPA) in Public Administration (CIP 44.0401) will maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

4. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, also including data on related employment and/or pursuit of doctoral study.

The University of Alabama (UA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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. Alabama faces many complex public policy challenges, yet no public university in the state has a degree program exclusively dedicated to teaching the skills and knowledge necessary for meaningful participation in the making of public policy.
2. The proposed MPP will require significant institutional investment, which will be offset by tuition revenue from the BA program and by external grant funding.
3. The proposed program will be a foundational offering within the newly established School of Leadership and Policy and will 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 March 13, 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:	**Public Policy**						**CIP CODE:**	**44.0501**
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**
FACULTY	$415,000	$415,000	$515,000	$830,000	$930,000	$1,030,000	$1,030,000	$5,165,000
ADMINISTRATION/STAFF	$355,000	$670,000	$715,000	$715,000	$715,000	$715,000	$715,000	$4,600,000
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	$0	$0	$0	$0	$0	$0	$0	$0
ACCREDITATION AND OTHER COSTS	$1,000	$2,000	$10,000	$1,000	$1,000	$1,000	$1,000	$17,000
TOTAL EXPENSES	$771,000	$1,087,000	$1,240,000	$1,546,000	$1,646,000	$1,746,000	$1,746,000	$9,782,000
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**TOTAL**
REALLOCATIONS	$655,435	$818,117	$910,251	$1,140,745	$1,165,239	$1,204,373	$1,166,620	$7,060,780
EXTERNAL FUNDING								$0
TUITION + FEES	$115,565	$268,883	$329,749	$405,255	$480,761	$541,627	$579,380	$2,721,220
TOTAL REVENUES	$771,000	$1,087,000	$1,240,000	$1,546,000	$1,646,000	$1,746,000	$1,746,000	$9,782,000
ENROLLMENT PROJECTIONS ***Note: "New Enrollment Headcount" is defined as unduplicated counts across years.***								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	11	13	15	17	19	20	15.83
PART-TIME ENROLLMENT HEADCOUNT		1	2	4	6	7	8	4.67
TOTAL ENROLLMENT HEADCOUNT		12	15	19	23	26	28	20.50
***NEW* ENROLLMENT HEADCOUNT**		7	8	10	11	12	12	10.00
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**	5	6	7	9	10	12	**8.17**

Attachment 2

Summary of Background Information

The University of Alabama
Master of Public Policy in Public Policy

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

Program Description: The Master of Public Policy (MPP) program prepares students for impactful careers across the public, private, and nonprofit sectors by providing rigorous training in analytical and methodological skills, with a strong foundation in microeconomic principles and the policymaking process. Emphasizing quantitative research methods, program evaluation, and management, the curriculum equips graduates to analyze policy issues critically, assess impacts, lead initiatives, and contribute to evidence-based decision-making. Graduates will be well-prepared to tackle complex societal challenges and drive positive change, thereby strengthening the state's capacity to develop effective public policy solutions, meeting the needs of both the state and nation for skilled policy analysts, and reinforcing the university's role as a key institution in cultivating the state's future leaders.

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

1. Design, execute, and evaluate critically empirical research using appropriate quantitative and qualitative methods to inform public policy decisions.
2. Apply microeconomic principles and analytical tools to diagnose policy problems and assess the economic impacts of policy interventions.
3. Analyze the political and institutional contexts of policymaking and develop effective strategies for policy advocacy and implementation.
4. Demonstrate ethical leadership and effective management practices within diverse public and non-profit organizational settings.

Administration: The program will be administered by the School of Leadership and Policy, Dr. Joseph Smith, Chair. The Commission approved the establishment of the School of Leadership and Policy at its meeting on March 13, 2026.

Peer Review: The program proposal was available for review by the Alabama Council of Graduate Deans (ACGD). Four responses were received, all expressing general support for the proposed program and affirming its need for the state.

Public Review: The program was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are no degree programs at other Alabama public institutions at the same degree level and the same CIP code. The following institutions offer related master's programs that focus on Public Administration:

- Auburn University, MPA in Public Administration (CIP 44.0401)
- Auburn University at Montgomery, MPA in Public Administration (CIP 44.0401)
- Jacksonville State University, MPA in Public Administration (CIP 44.0401)
- Troy University, MPA in Public Administration (CIP 44.0401)
- University of Alabama at Birmingham, MPA in Public Administration (CIP 44.0401)
- University of Alabama in Huntsville, MA in Public Affairs (CIP 44.0401)
- University of South Alabama, MPA in Public Administration (CIP 44.0401)

Across the wider SREB region, there are several programs with the same CIP 44.0501 offered by public institutions:

- University of Kentucky, MPP in Public Policy
- University of North Carolina, MPP in Public Policy
- University of Tennessee, MPP in Public Policy
- Texas A&M University, MPP in Public Service and Administration

Relationship to Existing Coursework: The MPP program is supported by the existing Master of Public Administration (MPA) program (CIP 44.0401), which is offered through the Department of Political Science in the Barefield College of Arts and Sciences. Three of the courses required for the MPP are existing courses in the MPA program, and the proposed program may draw some graduate students away from the MPA. As a result, ACHE staff is recommending an additional post-implementation condition for maintenance of viability for the MPA. The MPP program also requires six credits of program elective courses, which may be chosen from other social science disciplines, including Anthropology, Economics, Geography, and Social Work, contingent on approval by the program director.

The MPP program will support other UA graduate programs by adding new courses to the Graduate Catalog. These courses are likely to appeal to students in the Law School and the MPA program, and to any graduate student whose intended career may involve designing, implementing, evaluating, or reacting to public policy.

Collaboration: The study of public policy is inherently interdisciplinary, and this degree program reflects that by requiring courses in Political Science, Economics, Mathematics, and Statistics, while also allowing electives from a wide range of departments.

Programmatic Accreditation: UA has designed the curriculum to meet the standards of the Commission for Peer Review and Accreditation (COPRA), which is the accrediting arm of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Per NASPAA protocols, the accreditation process for a new program can begin once the program has been in operation for four years (anticipated in 2031). The process takes roughly two years, which would mean 2033 as an estimated date for gaining NASPAA accreditation.

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

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

Mode of Delivery: The program will be delivered exclusively in-person on campus. No program requirements can be completed through competency-based assessment.

Curriculum: The program is intended to be completed in four or five semesters for full-time students and eight to twelve semesters for part-time students. UA has developed seven new courses for the program.

Curriculum Overview of Proposed Program	
Credit hours required in **program core courses**	24
Credit hours required in **program electives**	6
Credit hours in **program options (concentrations/specializations/tracks)**	0
Credit hours in **free electives**	0
Credit hours in **required capstone/internship/practicum**	6
Total Credit Hours Required for Completion	**36**

Industry Need: Graduates will be prepared for employment in the following occupations: Compliance Officers (SOC 13-1041, included on the 2024-25 Alabama Demand Occupations List and Regions 1, 2, 4,

5, 6 and 7 Demand lists); Urban and Regional Planner (SOC 19-3051, included on the Region 7 Demand List); and Management Analysts (SOC 13-1111, included on the Alabama Demand Occupations List, along with all regional lists). The MPP is designed to prepare students to contribute to the development and implementation of evidence-based public policy in Alabama and across the nation. Peer reviewers from other institutions noted that the program would address a need for those trained in the analysis and development of public policy, where existing MPA programs focus more on policy implementation and delivery of public services.

Student Demand: Data published by NASPAA show that nearly 17,000 students were enrolled in graduate programs in public policy, public affairs, or public administration in 2023-24 (the most recent year reported). Aside from this national data, the case for strong student demand for the MPP degree can also be made through student interest in the related MPA program, which averaged slightly over 28 students (annual unduplicated count) from 2016 through 2024.

If the master's program is approved, UA would likely seek to expand the enrollment pipeline to include advanced undergraduate students interest in an Accelerated Master's Program (AMP). Students in the Public Policy Minor will be natural candidates for the AMP program. The proposed BA degree in Public Policy will also furnish a pipeline of students for the AMP program and for the MPP in general.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty		3
	Part-Time Faculty		
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	7	
	Part-Time Faculty		
	Administration	1	
	Support Staff	6	

In addition to the planned faculty hires for the proposed BA program, UA intends to hire five tenure-track and two recurring contract faculty specifically dedicated to the MPP. There will be sufficient faculty to teach enough sections of the required courses in sufficiently frequent rotation to allow students to move through the degree program promptly. The MPP curriculum includes 10 required core courses. One required course, the internship, will likely occur mostly in the summers; the few internships happening during fall or spring semesters can be supervised out of load.

Three of the required courses already exist and are housed in the Department of Political Science, where they are taught on a regular rotation of multiple sections per year. Political Science has adequate space to add MPP students to these existing courses.

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

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

Facilities: The School of Policy and Leadership will be housed in Farrah Hall, which is currently undergoing renovation. Costs associated with renovation were reviewed by the Commission in March

2026 with the approval of the School of Leadership and Policy. No additional facilities costs have been assigned to the proposed program**.**

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

Accreditation and Other: Expenses of $17,000 have been included to cover costs of initial programmatic accreditation through NASPAA COPRA.

Program Budget: The proposal projects that $9,782,000 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 only $2,721,220 in tuition. UA plans to subsidize the program with internal reallocations, primarily from tuition revenue from the BA program. Some faculty costs may be offset by external sponsored research funding, but these projections were not included in the budget.

Attachment 3

The University of Alabama
MPP in Public Policy

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
Program Courses		**24**		
SPP 5xx	Research Methods in Public Policy I	3	Y	
SPP 5xx	Research Methods in Public Policy II	3	Y	
SPP 6xx	Economics for Public Policy	3	Y	
SPP 6xx	The Policy Making Process	3	Y	
PSC 664	Public Policy Analysis	3		
PSC 667	Public Budgeting	3		
PSC 668	Program Evaluation	3		
SPP 6xx	Management and Leadership in Public Policy	3	Y	
Program Electives		**6**		
Students take six credits of elective courses, unless their internship requirement is waived due to experience. The list of approved electives will be updated, and other courses may be allowed with the approval of the program director.				
APR 541	Digital Communication Strategy	3		
CSM 525	Conflict Resolution in the Workplace	3		
CSM 528	Processes of Negotiation	3		
MGT 517	Leadership and Ethics	3		
MGT 534	Training and Development	3		
MGT 552	Project Management and Consulting	3		
POPH 521	Health Policy and Planning	3		
POPH 524	Health Economics	3		
PSC 562	Public Personnel Administration	3		
PSC 565	Foundations of Public Administration	3		
PSC 662	Organizational Theory	3		
PSC 663	Selected Problems in Public Administration	3		
PSC 665	Local Government Administration	3		
SW 500	Social Welfare Policy	3		
SW 501	Social Welfare Advanced Policy Analysis	3		
ST 552	Applied Regression Analysis	3		
ST 545	Introduction to Statistical Learning and Data Mining	3		
ST 645	Advanced Statistical Learning	3		
Program Options (enter total credit hours from all options below)		**0**		
Required Research/Thesis		**0**		
Capstone/Internship/Practicum		**6**		
SPP 6xx	Internship in Public Policy	3	Y	Y
SPP 6xx	Capstone in Public Policy	3	Y	
Total Credit Hours Required for Completion:		**36**		

DECISION ITEM: A-6

University of Alabama at Birmingham, Doctor of Philosophy in Health Physics (CIP 51.2205)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Doctor of Philosophy (PhD) in Health Physics.

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 2.9, 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 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

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

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 is designed to build on UAB's MS in Health Physics and extend educational pathways to the doctoral level. The institution demonstrates sufficient capacity to deliver the program, supported by faculty expertise, strong external partnerships, established facilities, and secured external funding streams, all of which will ensure high-quality program delivery and sustainability.

2. The proposed program will help to address state and national workforce shortages identified by professional organizations such as the International Commission on Radiation Protection (ICRP) and the National Council on Radiation Protection and Measurements (NCRP).

3. If approved, the proposed program will be the only dedicated PhD in Health Physics to be offered within the SREB region.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of Alabama at Birmingham proposal received March 13, 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:	**University of Alabama at Birmingham**							
PROGRAM NAME:	**Health Physics**						**CIP CODE:**	**51.2205**
SELECT LEVEL:	**GRADUATE (DOCTORATE)**							
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	$206,771	$212,974	$219,363	$225,944	$232,723	$239,704	$246,895	$1,584,375
EQUIPMENT	$100,000							$100,000
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS	$60,000	$120,000	$180,000	$240,000	$240,000	$240,000	$240,000	$1,320,000
LIBRARY								$0
ACCREDITATION								$0
OTHER COSTS								$0
TOTAL EXPENSES	$366,771	$332,974	$399,363	$465,944	$472,723	$479,704	$486,895	**$3,004,375**
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**TOTAL**
TUITION + FEES	$34,160	$68,320	$102,480	$136,640	$136,640	$136,640	$136,640	$751,520
EXTERNAL FUNDING	$100,000	$200,000	$300,000	$400,000	$400,000	$400,000	$400,000	$2,200,000
REALLOCATIONS	$232,611	$64,654	$0	$0	$0	$0	$0	$297,265
TOTAL REVENUES	$366,771	$332,974	$402,480	$536,640	$536,640	$536,640	$536,640	**$3,248,785**
ENROLLMENT PROJECTIONS								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	6	9	12	12	12	12	**10.50**
PART-TIME ENROLLMENT HEADCOUNT		0	0	0	0	0	0	**0.00**
TOTAL ENROLLMENT HEADCOUNT		6	9	12	12	12	12	**10.50**
***NEW* ENROLLMENT HEADCOUNT**		3	3	3	3	3	3	**3.00**
DEGREE COMPLETION PROJECTIONS ***Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.***								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	**No data reporting**	0	0	0	3	3	3	**3.00**

Attachment 2

Summary of Background Information

University of Alabama at Birmingham (UAB)
Doctor of Philosophy in Health Physics

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

Program Description: The proposed PhD in Health Physics will be a new doctoral program within the Department of Clinical and Diagnostic Sciences in the School of Health Professions. It will build upon UAB's successful MS in Health Physics, which currently exceeds capacity and is part of the driving force behind the need for the proposed PhD. The degree will be a rigorous research-focused program designed to advance knowledge in radiation science and its applications in health and safety. It will prepare students to address complex challenges in radiation protection, dosimetry, environmental monitoring, medicine, and nuclear power. Students will engage in cutting-edge research under the mentorship of leading experts, leveraging existing UAB facilities and a network of industry and government partners to explore topics such as radiation risk assessment, radiobiology, novel radiopharmaceutical development, radiation effects on the environment, and radiological issues with advanced nuclear fission and fusion plants.

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

1. Identify, formulate, and solve broad and diverse technical problems by applying knowledge of radiological science and mathematics to areas relevant to health physics.
2. Develop original hypotheses, conduct experiments or data-gathering to test hypotheses, analyze and interpret data, and apply scientific judgment to draw conclusions in health physics.
3. Create and disseminate in the peer reviewed literature original research that significantly advances the field of health physics, demonstrating scholarly independence, critical thinking, and a deep understanding of the discipline.
4. Develop and implement key elements of a radiation safety program.
5. Demonstrate the ability to work independently and on multi-disciplinary teams.
6. Communicate effectively both orally and in writing across a broad range of audiences.
7. Critically evaluate both ethical and professional responsibilities in relation to the impacts of technical solutions within global, economic, environmental, and societal contexts.

Administration: The program will be administered by the UAB School of Health Professions, Dr. Andrew J. Butler, Dean; and the Department of Clinical and Diagnostic Sciences, Dr. Floyd Josephat, Interim Chair.

Peer Review: The program proposal was available for review by the Alabama Council of Graduate Deans (ACGD). Three responses were received, all indicating support for the proposed program.

Public Review: The program was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are no Health Physics PhD programs in Alabama or the surrounding region. Comparable programs at Oregon State, Idaho State, and Colorado State are located outside the Southeast and have limited capacity. Related programs, such as the PhD in Nuclear Engineering offered at Texas A&M University, may include a Concentration in Health Physics, but do not provide a dedicated doctoral program. UAB's program will be the only comprehensive, research-focused PhD in Health Physics in the Southeast, offering unique strengths in interdisciplinary research and policy integration.

Relationship to Existing Coursework: UAB's MS in Health Physics (CIP 51.2205) is directly related to the PhD program and will provide an admissions pipeline for the program. The PhD will expand on the knowledge and research competencies of the MS degree, thereby expanding student opportunities for higher level research and academic positions.

As with the master's level program, the Department has collaborations with other UAB entities, e.g., the Cyclotron Facility, Office of Radiation Safety, and Department of Radiology in a variety of research areas. These sites also provide supervised practice experiences for students. Current collaborations will benefit the PhD program in offering more advanced research opportunities across multi-year projects and grants.

External Collaboration: UAB has approximately 30 external partners that provide supervised practice sites for students, including other universities (ex: Yale and McMaster), private companies (ex: Westinghouse), and federal agencies (ex: EPA and NRC). Affiliation agreements are in place for active external partners.

Admissions: Students must apply for formal admission to the School of Health Professions and meet the UAB Graduate School admission requirements. Applicants' backgrounds will be reviewed to determine if pre-requisite or co-requisite coursework will be needed to ensure they are successful in degree courses.

Mode of Delivery: Program coursework will be offered in both in-person and online delivery formats. Online classes will be available in both live and recorded formats, creating a flexible learning environment to meet the needs of students and employers. At the outset, each student will select the format that best suits their circumstances, and their educational experience will be customized accordingly. Up to 100% of didactic coursework can be completed online, except for 1-2 weeks of on-campus lab work during the student's first spring semester. Research projects may require PhD students to travel to partner sites for sample collection or analysis, with each project individually tailored to align with the student's research hypothesis. With these in-person components, the proposed PhD is not considered a distance education program.

Curriculum: UAB plans to develop seven new courses for the program. The proposed PhD will require 75 credit hours (56 credit hours beyond the master's level), combining advanced coursework, research seminars, dissertation research, and graduate elective courses. The curriculum is designed to provide a rigorous foundation in radiation science, research methodology, and policy translation.

Curriculum Overview of Proposed Program	
Credit hours required in **program courses**	35
Credit hours in **program options/concentrations/tracks**	0
Credit hours in **program electives**	16
Credit hours in **required research/dissertation**	24
Credit hours in **required capstone/internship/practicum**	0
Total Credit Hours Required for Completion	**75**

Building on the successful collaborations and structure of UAB's current MS program in Health Physics, the proposed PhD will offer students work-based training opportunities through industry partnerships, ensuring practical health physics experience prior to entering the workforce.

Programmatic Accreditation: The Accreditation Board for Engineering and Technology (ABET) Applied and Natural Science Accreditation Commission is the accrediting body for undergraduate Health Physics programs. ABET does not accredit graduate programs.

Professional Certification: Graduates may opt to pursue the Certified Health Physicist (CHP) credential through the American Board of Health Physics. The MS degree counts as the requisite one year of experience required to sit for Part 1 of the exam. The PhD counts for two of the six years required to sit for Part 2 of the exam (the final portion of the exam).

Industry Need: Health Physics is the science of radiation protection. This program is designed to train students to use their broad scientific background to solve the real challenges that are posed by the increasing use of radiation for peaceful purposes. There is no occupational code that directly corresponds to "Health Physicist." This is a known problem in the field and in the federal government's hiring process. Some related SOC codes include Physicists (SOC 19- 2012.00); Occupational Health and Safety Specialists (SOC 19-5011.00); or Nuclear Engineers (SOC 17-2161.00). The proposed PhD will address a critical industry and employment need in Alabama by preparing highly skilled professionals to support the state's expanding nuclear energy, medical radiation, and industrial radiological sectors. Alabama is home to significant nuclear facilities, medical institutions, and research initiatives that require expertise in radiation protection, safety, and technology. This program will supply the state with a workforce capable of meeting regulatory standards, advancing innovation, and addressing workforce shortages identified by key national organizations such as the National Council on Radiation Protection (NCRP).

Recent articles in *Physics Today*, the *Bulletin of the Atomic Scientists*, and the *Journal of Applied Clinical Medical Physics* highlight the alarming decline in the U.S. radiation professional workforce, pointing to insufficient student enrollment in the field. While UAB's master's program has made progress in addressing this shortage, a PhD program is essential to fulfill research and faculty needs in health physics. Longer-term engagement with PhD students will increase the program's research capacity, supporting grant acquisition and external funding. By fostering local talent, the program will ensure Alabama remains competitive and well-prepared to meet the growing demands of radiation-related industries. Further, educational institutions like UAB require faculty with terminal degrees to teach and mentor graduate students, making individuals with PhDs in Health Physics essential yet challenging to recruit. Establishing this program will position UAB and the State of Alabama to be key players in addressing not only the pressing research questions in the field, but also to be the place where future academic leaders are educated.

Student Demand: With a waiting list of interested students and limited active PhD programs nationwide, UAB is well-positioned to meet the significant demand. UAB's MS in Health Physics has seen steady growth from a cohort of five students in 2020 to a cohort of 20 students in the Fall 2025. Demand for the MS program currently exceeds capacity, which is partly limited by the availability of faculty to teach and mentor in the program. This is part of the driving force behind the need for the proposed PhD program.

Based on MS program growth and alumni interest, the PhD program anticipates enrolling three students per year, with steady growth as faculty capacity expands. Current requests for the PhD program have already exceeded planned capacity for several years. A survey of alumni from the Fall 2022 cohort onwards (~30 students) demonstrated that approximately 33% of MS program alumni were interested in pursuing a PhD in Health Physics at UAB.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	3	
	Part-Time Faculty	3	
	Administration		
	Support Staff	0.5	
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff	0.5	

The proposed program will leverage UAB's extensive partnerships and resources, including the Cyclotron Facility, Office of Radiation Safety, and Department of Radiology, to provide students with access to state-of-the-art equipment and research environments. UAB currently has two PhD-level faculty members with nationally recognized credentials and leadership roles in professional organizations. Recruitment is underway for a third faculty member, and budget approval has been secured for a fourth full-time faculty position to ensure program sustainability and capacity for growth. These faculty members bring specialized knowledge in dosimetry, environmental health physics, and radiation policy. In addition, the MS program currently has a 0.5 FTE program manager and is budgeting for an additional 0.5 FTE to support the PhD students and faculty.

Assistantships: There will be one teaching and one research assistantship offered each year. These will support classroom needs for the MS program and provide research support for active and new grants. UAB has budgeted a total of $1,320,000 for these assistantships.

Equipment: No specialized equipment costs will be required for the program**.** The program can begin with the equipment currently available to the MS program. The budget includes $100,000, which will support start-up laboratory costs for the new faculty members.

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

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

External Revenue: The MS program is currently supported by external funding from the Nuclear Regulatory Commission in the form of a fellowship grant that solely funds students and a research and development grant that funds faculty and a researcher. An additional contract with Consolidated Nuclear Security, the contractor that runs the Department of Energy Pantex Plant, funds faculty and a graduate student researcher. Additional sources of funding are Department of Energy grants, other Nuclear Regulatory Commission grants, and contracts from private industry.

Program Budget: The proposal projects that $3,004,375 in new funds will be required to support the program over the first seven years, with the greatest costs going toward student assistantships and faculty hiring. Over the same period, the program is expected to generate a total of $3,248,785, with $751,520 coming from tuition and fees and $2,200,000 coming from sponsored research funding. The program will require $297,265 in internal reallocations to support program start-up costs for Years 1 and 2, before becoming self-sustaining in Year 3.

Attachment 3

University of Alabama at Birmingham
Doctor of Philosophy in Health Physics

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
Program Courses		**35**		
MHP 602	Radiation Physics	3		
MHP 610	Radiation Detection and Measurement	4		
MHP 620	Principles of Dosimetry	3		
MHP 645	Radiation Shielding and Protection	3		
MHP 651	Advanced Radiation Biology	3		
MHP 655	Contemporary Issues in Health Physics and CHP Exam Review	3		
MHP 720	Advanced Internal and External Dosimetry	3	Y	
MHP 725	Environmental Health Physics	3	Y	
MHP 750	Health Physics Research Methods for Doctoral Students	3	Y	
MHP 753	Research Seminar	4	Y	
BST 611	Intermediate Statistical Analysis I	3		
Program Options (enter total credit hours from all options below)		**0**		
Program Electives		**16**		
MHP 611	Physics of Diagnostic Imaging	3		
MHP 621	Nonionizing Radiation	3		
MHP 625	Administrative Health Physics	3	Y	
MHP 654	Laser Safety and Protection	3		
MHP 657	Monte Carlo Techniques for Health Physicists	1		
MHP 675	Special Topics in Health Physics	3		
MHP 770	Health Physics Research and Policy	3	Y	
BST 612	Intermediate Statistical Analysis II	3		
BHM 705	Teaching in Health Professions	3		
Required Thesis/Research		**24**		
MHP 798	Non-dissertation Research	12	Y	
MHP 799	Dissertation Research	12	Y	
Capstone/Internship/Practicum		**0**		
	Total Credit Hours Required for Completion:	**75**		

DECISION ITEM: A-7

University of Alabama in Huntsville, Doctor of Engineering in Engineering Management (CIP 15.1501)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Doctor of Engineering (DEng) in Engineering Management, with a degree designation of Research Doctorate (IPEDS Level 17).

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

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

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2027-28 will be at least 2.8, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).

2. That the annual average number of graduates for the period 2028-29 through 2032-33 (five-year average) will be 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

3. That the existing PhD in Industrial and Systems Engineering (CIP 14.3501) will maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

4. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, including data on related employment.

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

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The program will prepare graduates for senior positions as architectural and engineering managers and general and operations managers, which are included on the 2024-25 Alabama Demand Occupations List.

2. Huntsville has one of the highest concentrations of engineers in the nation, in addition to having high concentrations of individuals with STEM degrees and doctoral degrees. The proposed degree will offer a pathway for career advancement for engineers and STEM professionals who want to address complex industry problems with research-based solutions, but who may not be interested in a PhD program.

3. The program will be offered both in-person and online to accommodate professionals seeking to advance their education while remaining employed full-time.

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 in Huntsville proposal dated February 13, 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 in Huntsville**							
PROGRAM NAME:	**Engineering Management**						**CIP CODE:**	**15.1501**
SELECT LEVEL:	**GRADUATE (DOCTORATE)**							
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	$0	$0	$287,700	$287,700	$287,700	$287,700	$287,700	$1,438,500
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	$0	$0	$0	$0	$0	$0	$0	$0
OTHER COSTS	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENSES	$0	$0	$287,700	$287,700	$287,700	$287,700	$287,700	**$1,438,500**
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**TOTAL**
TUITION + FEES	$74,820	$117,720	$192,540	$278,340	$321,240	$407,040	$492,840	$1,884,540
EXTERNAL FUNDING	$0	$0	$0	$0	$0	$0	$0	$0
REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL REVENUES	$74,820	$117,720	$192,540	$278,340	$321,240	$407,040	$492,840	**$1,884,540**
ENROLLMENT PROJECTIONS								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	2	4	4	4	4	4	**3.67**
PART-TIME ENROLLMENT HEADCOUNT		10	15	25	30	40	50	**28.33**
TOTAL ENROLLMENT HEADCOUNT		12	19	29	34	44	54	**32.00**
***NEW* ENROLLMENT HEADCOUNT**		7	7	12	12	17	17	**12.00**
DEGREE COMPLETION PROJECTIONS ***Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.***								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	**No data reporting**	0	2	7	7	7	12	**7.00**

Attachment 2

Summary of Background Information

University of Alabama in Huntsville
Doctor of Engineering in Engineering Management

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

Program Description: The Doctor of Engineering (DEng) in Engineering Management is a practice-focused doctoral program designed for engineers, scientists, and technical managers who seek to apply advanced engineering and management principles to complex, real-world problems. The program will integrate systems thinking, applied research, and strategic leadership to prepare graduates for senior technical and executive roles in industry, government, and research organizations. The program will culminate in a doctoral project that addresses a significant engineering management challenge. This applied research component will demonstrate professional mastery, innovation, and measurable impact on organizational performance or public-sector outcomes.

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

1. Demonstrate the ability to design, implement, and manage complex socio-technical systems by integrating engineering principles with strategic management practices.
2. Effectively communicate complex technical and managerial concepts to diverse stakeholders, including executives, engineers, policymakers, and the academic community.
3. Lead the adoption and management of emerging technologies, fostering innovation while ensuring alignment with organizational strategy, operational goals, and ethical standards.
4. Conduct original, applied research that advances engineering management knowledge and directly addresses high-impact industrial, organizational, or societal challenges.

Administration: The program will be administered by the College of Engineering, Dr. Keith Hollingsworth, Interim Dean; and the Department of Industrial and Systems Engineering and Engineering Management (ISEEM), Dr. Bryan Mesmer, Chair.

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

Public Review: The revised program proposal was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are no similar doctoral programs with the same CIP code 15.1501 in the state of Alabama. Outside of Alabama, two institutions within the SREB region offered related programs:

- Southern Methodist University, Doctor of Engineering in Engineering Management (CIP 15.1501)
- Old Dominion University, Doctor of Engineering in Engineering (CIP 14.0101), with Concentration in Engineering Management and Systems Engineering

Relationship to Existing Coursework: The proposed degree is designed to complement the ISEEM Department's PhD in Industrial and Systems Engineering (CIP 14.3501), with Concentration in Engineering Management. The DEng in Engineering Management will share 67% of coursework with the PhD concentration for a post-bachelor's entry, though given the flexibility and practical focus of the DEng, it may draw some students away from pursuing the PhD. At the master's level, the Department offers an MS in Engineering (CIP 14.0101), with Concentration in Engineering Management, and the DEng may be a natural progression for MS graduates. The DEng will share the same full-time and part-time faculty who currently support these related graduate programs, including the two full-time Engineering Management faculty hired in Academic Year 2025-2026.
Collaboration: UAH does not have plans for outside collaboration at this time, though two of the peer review institutions mentioned possibilities for collaborating.

Programmatic Accreditation: There is no specialized accreditation for doctoral programs in Engineering. UAH's undergraduate Engineering programs are accredited through the Accreditation Board for Engineering and Technology (ABET) Engineering Accreditation Commission.

Professional Licensure: The Alabama Board of Licensure for Professional Engineers and Land Surveyors regulates licenses for Professional Engineers (PEs) in Alabama. Educational requirements for licensure typically are met with an undergraduate degree in an Engineering field, plus a certain number of years of experience. The proposed DEng may attract individuals licensed as PEs, but it is not considered a professional licensure program.

Admissions: Applicants must meet the admission requirements set by UAH's Graduate School, along with the following:

- Post-bachelor's entry: Students with an existing bachelor's degree in a STEM field from an approved institution must have a minimum GPA of 3.0. The GRE is not required, but the department reserves the right to request a GRE score on a case-by-case basis.
- Post-master's entry: Students holding an MS in Engineering Management from an approved institution must have a minimum GPA of 3.0. The GRE is not required, but the department reserves the right to request a GRE score on a case-by-case basis. Students admitted under this pathway will be able to apply 15 credit hours toward degree completion requirements and finish sooner. Applicants with a master's degree in a field other than Engineering Management will follow the post- bachelor's entry point.

Mode of Delivery: Students will be able to complete the program 100% in-person or 100% online. In-person sessions will be recorded and made available to all students in Canvas, the university's online learning management system. No requirements will be completed through competency-based assessment.

Curriculum: The proposed DEng program will require 54 credit hours (39 credit hours beyond the master's level). Full-time students entering through the post-bachelor's pathway will be able to complete the degree in seven semesters (part-time in 11-18 semesters). Full-time students entering through the post-master's pathway will be able to complete the degree in five semesters (part-time in 7-12 semesters). UAH will develop three new courses for the program.

Curriculum Overview of Proposed Program	
Credit hours required in **program courses**	36
Credit hours required in **program options (concentrations/specializations/tracks)**	0
Credit hours in **program electives**	6
Credit hours in **required research/praxis**	12
Credit hours in **required capstone/internship**	0
Total Credit Hours Required for Completion	**54**

The program will emphasize the practical application of knowledge rather than purely theoretical inquiry. Students will complete advanced coursework in engineering management, decision analytics, and organizational strategy, culminating in a doctoral project that addresses a significant engineering management challenge. This applied research component will demonstrate professional mastery, innovation, and measurable impact on organizational performance or public-sector outcomes.

Industry Need: Graduates will be prepared for employment in the following occupations: Architectural and Engineering Managers (SOC 11-9041, included on the 2024-2025 Alabama Demand Occupations list); General and Operations Managers (SOC 11-1021, included on the 2024-2025 Alabama Demand Occupations list); and Engineers, All Others (SOC 17-2199). Taken together, these demand occupations are projected to have as many as 3885 job openings annually. Additionally, other engineering professions, such as Mechanical Engineering, Industrial Engineering, and Electrical Engineering appear on the list, accounting for an additional 1155 annual job openings. The Engineering Management discipline will specifically support government entities and contractors concentrated in the Huntsville area related to the aerospace and defense industries.

Student Demand: In Spring 2025, the UAH ISEEM Department had 56 students enrolled in its PhD program across three concentration areas: Engineering Management, Industrial Engineering, and Systems Engineering. Of those, 66% (37) were in Engineering Management. Of the Engineering Management PhD students, 65% were part-time doctoral students working full-time professional jobs, who may be well-served by the DEng program.

Based on current enrollment demographics in the ISEEM Department's graduate programs, the initial target audience for this program will primarily come from the Huntsville community. The Huntsville community has a heavy concentration of individuals with engineering and STEM education seeking advanced degrees, primarily based out of government and government contracting organizations operating on Redstone Arsenal. Many of these potential DEng students would be current and former students from the master's programs within ISEEM. To gauge interest in the DEng program, the Department distributed a survey to over 500 current or former UAH ISEEM graduate students. The survey received 116 responses, with 22% (25) stating they have an interest in a doctoral degree in EM and 39% answered "maybe" for a total of 61% (46) expressing some degree of interest in pursuing a doctoral degree.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	9	
	Part-Time Faculty	2	
	Administration	1	
	Support Staff	2	
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

UAH hired two additional full-time faculty specializing in Engineering Management in AY 2025-26. With three dedicated faculty members, all Engineering Management-coded courses can be offered at least once per year. Part-time faculty members enable courses to be taught multiple times per year (including summer) to provide flexibility for student schedules. The ISEEM Department has an additional six full-time faculty members who will teach courses required by the DEng students but are in closely related fields. A significant amount of faculty effort will be required to mentor the students through the praxis project; however, it is anticipated that the workload will be less than mentoring PhD dissertations. In addition, faculty members from other colleges, such as the College of Business, have previously mentored Engineering Management PhD students and are anticipated to mentor DEng students in the future. An additional full-time faculty member is anticipated once the program has become established, and expenses have been included in the Business Plan beginning in Year 3.

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

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

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

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

Program Budget: The proposal projects that $1,438,500 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 $1,884,540 in tuition revenue.

Attachment 3

University of Alabama in Huntsville
DEng in Engineering Management

Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
Program Courses		**36**		
EM 660	Engineering Management Theory	3		
EM 666	Engineering Project Management	3		
EM 747	Strategic Engineering Management	3		
EM 760	Engineering Management Structures and Systems	3		
EM 766	Managing Change in High Tech Environment	3		
ISE 623	Engineering Economics	3		
ISE 627	Engineering Systems	3		
ISE 734	Decision Analysis	3		
ISE 690	Probability and Statistics for Engineers	3		
EM 741	Research Foundations	3	Y	
EM 751	Research Methods	3	Y	
EM 761	Evolving Theory in ISE and EM	3		
Program Options (enter total credit hours from all options below)		**0**		
Program Electives		**6**		
	Approved graduate-level elective	3		
	Approved graduate-level elective	3		
Required Research/Praxis		**12**		
EM 797	Praxis	12	Y	Y
Capstone/Internship		**0**		
	Total Credit Hours Required for Completion:	**54**		

Post-MS Entry Pathway – Modified Curriculum Components				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
Program Courses		**18**		
ISE 627	Engineering Systems	3		
ISE 734	Decision Analysis	3		
ISE 539	Digital Engineering	3		
EM 741	Research Foundations	3	Y	
EM 751	Research Methods	3	Y	
EM 761	Evolving Theory in ISE and EM	3		
Program Electives		**9**		
	Approved graduate-level elective	3		
	Approved graduate-level elective	3		
	Approved graduate-level elective	3		
Required Research/Praxis		**12**		
EM 797	Praxis	12	Y	Y
	Total Credit Hours Required for Completion:	**39**		

DECISION ITEM: A-8

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

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 Civic Leadership.

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 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 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 in positions included on the 2024-25 Alabama Demand Occupations list, including social and community service managers and public affairs/ public relations specialists.

2. The program will repackage existing courses and resources and require minimal new funds to implement.

3. The proposal is supported by five letters of support from community and business partners attesting to the need for this program and offering opportunities for collaboration.

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 March 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. 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:	**Civic Leadership**						**CIP CODE:**	**44.0201**
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			$84,000	$85,680	$87,393	$89,141	$90,924	$437,138
EQUIPMENT			$1,000					$1,000
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS		$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$60,000
LIBRARY								$0
ACCREDITATION								$0
OTHER COSTS (Faculty Travel)			$1,500	$1,500	$1,500	$1,500	$1,500	$7,500
TOTAL EXPENSES	$0	$10,000	$96,500	$97,180	$98,893	$100,641	$102,424	**$505,638**
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**TOTAL**
TUITION + FEES		$476,820	$726,482	$963,528	$1,080,776	$1,139,400	$1,153,716	$5,540,722
EXTERNAL FUNDING		$0	$0	$0	$0	$0	$0	$0
REALLOCATIONS		$0	$0	$0	$0	$0	$0	$0
TOTAL REVENUES	$0	$476,820	$726,482	$963,528	$1,080,776	$1,139,400	$1,153,716	**$5,540,722**
ENROLLMENT PROJECTIONS								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	31	48	64	72	76	77	**61.33**
PART-TIME ENROLLMENT HEADCOUNT		2	2	2	2	2	2	**2.00**
TOTAL ENROLLMENT HEADCOUNT		33	50	66	74	78	79	**63.33**
***NEW* ENROLLMENT HEADCOUNT**		21	23	25	26	26	26	**24.50**
DEGREE COMPLETION PROJECTIONS ***Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.***								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	**No data reporting**	0	1	7	10	12	13	**8.60**

Attachment 2

Summary of Background Information

Bachelor of Arts / Bachelor of Science in Civic Leadership
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 Civic Leadership is designed to fill a long-standing gap in the preparation of civic leaders in central Alabama. The program will focus on training students in ethical leadership and public accountability; communication, advocacy, and public engagement; civic knowledge, citizenship and social responsibility; and management, administration, and organizational leadership. The program will prepare students for the realities, complexities, and opportunities of civic life and career paths. One of the strengths of the program is the cross-disciplinary approach that will allow students to individualize their programs of study by seeing how Civic Leadership connects with other disciplines. Students in the program will be required to choose a minor, which will encourage them to actively look for connections while tailoring their career paths to fit their unique situations.

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

1. Recognize, evaluate, and apply principles of ethical leadership in diverse civic, organizational, and community contexts.
2. Communicate effectively, persuasively, and responsibly to advocate for civic causes, influence policy, and engage diverse communities.
3. Develop the knowledge and skills necessary to participate effectively, responsibly, and critically in civic life and to contribute to the wellbeing of their communities and society.
4. Effectively plan, organize, manage, and evaluate civic and organizational initiatives that promote public good.

Administration: The program will be administered by the College of Fine Arts, Dr. Sean Atkinson, Dean; and the Department of Communication, Dr. Raymond R. Ozley, Chair.

Peer Review: The program proposal was available for review by the College and University Chief Academic Officers Association (CUCAO). One response was received, with no major objections raised.

Public Review: The program was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: As noted by the peer reviewer, the content of the program may have some overlap with undergraduate programs in Public Administration or Public Policy. The University of Alabama has proposed a new BA in Public Policy (CIP 44.0501) to be reviewed at the same meeting on June 12, 2026. Auburn University offers a related undergraduate degree focusing on Public Administration at CIP 44.0401. Outside Alabama, **t**he programs listed below are a representative sample of similar programs across the 16 SREB states.

- Augusta University (GA), BA in Nonprofit Leadership and Administration (CIP 44.0401)
- University of Kentucky, BS in Community and Leadership Development (CIP 01.0899)
- Murray State University (KY), BA/BS in Nonprofit Leadership Studies (CIP 52.0213)
- Coppin State (MD), BS in Nonprofit Leadership (CIP 52.0206)
- Florida International University, BS in Business and Government Leadership (CIP 30.5101)
- North Carolina State University, BA in Leadership in the Public Sector (CIP 24.0199)

- University of Texas, Austin, BA in Civics Honors (CIP 45.1001)
- University of Delaware, BA in Civic Leadership and Policy Studies

Relationship to Existing Coursework: The Civic Leadership program will include courses from disciplines across the university including Communication Studies, Business, Environmental Studies, History, Peace & Justice Studies, Political Science, and Theatre. The proposed major is designed to be inclusive of relevant programs and should help support those disciplines by providing extra opportunities for students to see connections and to add relevant course work. Students in the program will be required to choose a minor, which will encourage them to actively look for connections while tailoring their career paths to fit their unique situations. UM has also identified potential campus partners for collaborations, including: Falcon Scholars in Action, a campus organization that provides experiential learning opportunities and internships; and Falcon Facilitators, a campus organization that trains students to be peer leaders and communication facilitators on campus and in the community, also providing opportunities for immersive learning and internships.

Collaboration: UM has explored the following possible external collaborations:

- The University may expand its collaboration with the David Mathews Center, as they provide two $10,000 grants to support separate Jean O'Conner Snyder Internship programs.
- There is great potential for collaborations between UM and American Village through curriculum partnerships, experiential programming, leadership development, or service-learning initiatives that deepen students' engagement with constitutional self-government. A relationship with American Village, which serves 35,000 to 40,000 K-12 students annually, can also strengthen recruitment efforts for the major.
- The University has an ongoing relationship with Shelby Emergency Assistance (SEA) that supports student internships and volunteering providing students with experiential learning opportunities while also serving their community. There is potential to continue to develop this partnership.
- Keys to the City Coaching, LLC is an organization that specializes in strategic planning, ripple effects mapping, and promoting community deliberation and problem solving. There is potential for internships and partnering on projects in the local community (i.e., Tri-County Housing Initiative).

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

Mode of Delivery: Courses for the program will be delivered face-to-face on the main campus, with the possibility of some elective courses also being 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 a community or junior college may be applied toward meeting UM degree requirements.

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	60-65
Credit hours required in **program core courses**	33
Credit hours in **program electives**	0
Credit hours in **free electives**	16-21
Credit hours in **required research/thesis**	6
Total Credit Hours Required for Completion	**120**

The curriculum will offer a unique blend of cross-disciplinary coursework, experiential leaning, and capstone-level synthesis. Most of the curriculum will come from pre-existing courses that are already taught by current faculty, with the addition of five new classes. The program will prepare students for contemporary needs of civic leadership but will also help strengthen communities, enhance democratic resilience, and encourage civic awareness and responsibility.

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: Social and Community Service Managers (SOC 11-9151) and Public Affairs/ Public Relations Specialists (CIP 27-3031). Led by the US Department of Education through various grant opportunities, higher education has seen a growing interest in civic leadership programming. Many colleges and universities have "centers" that provide extracurricular enrichment opportunities for students, various community engagement initiatives, and workshops for community members but lack degree programs. Alabama has an average of 4,630 annual openings in occupations related to civic leadership. While some colleges in the state offer academic minors and certificate programs in related fields, these efforts remain insufficient for the state's needs. This gap in higher ed's response to Alabama's need for civic leadership training is manifested in part by The University of Alabama's recent announcement of their new School of Leadership and Public Policy, which includes plans for majors in leadership. UA's efforts underscore the need for such programming, but no single institution can satisfy the state's needs on its own. UM is uniquely positioned to respond to the gap in this field. With its central location in the state, strong community partnerships, and proven success in developing student leaders, the University can increase Alabama's capacity to train and retain future leaders by offering the proposed Civic Leadership major. The proposal is supported by five letters of support from the following: American Village, David Mathews Center for Civic Life, Auburn University Outreach, Office of Public Service, Keys to the City Community Coaching, LLC, and Shelby Emergency Assistance.

Student Demand: In November 2025, UM's Director of Institutional Research, Planning, and Assessment (IRPA) administered interest surveys to current UM students (76 responses) and current high school students (142 responses). Eighty-two percent of current UM respondents indicated they agreed or strongly agreed to the question "A major in Civic Leadership would make UM more attractive to prospective students. Fifty-four percent of high school respondents responded yes or maybe when asked "Would you be interested in pursuing a college degree in Civic Leadership?" and 46% when asked if they would be interested in pursuing that degree at UM. In addition to the surveys, the University anticipates robust recruitment opportunities through their relationships with community organizations, like the David Mathews Center and American Village, that can provide access to stakeholders and opinion leaders for strategic recruitment efforts. For example, American Village's educational programs serve approximately 35,000 to 40,000 students annually. Discussions with these organizations about collaborations to support the proposed program are still in the initial phases and will continue throughout the Spring 2026 semester with the goal of formalizing recruitment agreements in Fall 2026.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	5	17
	Part-Time Faculty		1
	Administration	1	2
	Support Staff	1	
New to be Hired	Full-Time Faculty	1	
	Part-Time Faculty		
	Administration		
	Support Staff		

The majority of curriculum for this program will come from pre-existing courses currently being taught. The five new courses will be covered by realigning instructional duties of current faculty and, therefore, not require new faculty to begin the program. However, enrollment projections indicate potential need for an additional FT faculty line in Year 3. The proposed major will also utilize pre-existing support structures and not require any new administrators or support staff.

Assistantships: The proposal projects a total of $60,000 to support the growth of the Falcon Facilitator program, which provides students with immersive educational opportunities (including internships and applied special projects) related to deliberative communication, civic engagement, and leadership development.

Equipment: UM has included $1,000 in Year 3 to cover one-time start-up costs for one new full-time faculty hire.

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

Library: UM's Carmichael Library has adequate resources to support the Civic Leadership program. The library meets the needs of business students and faculty by providing access to database journal content, eBooks, and print books, with any gaps filled by Interlibrary Loan.

Other: A total of $7,500 has been included beginning in Year 3 to support faculty travel.

Program Budget: The proposal projects that $505,638 in new funds will be required to support the program over the first seven years. The program is expected to generate $5,540,722 through tuition and fees.

Attachment 3

University of Montevallo
Bachelor of Arts/Bachelor of Science in Civic Leadership

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses		**60-65**		
UM 101	First Year Experience	3		
ENG 101/Eng 102	Composition I & Composition II	6		
ENG 231/ENG 232	Global Literature: Perspectives Across Periods and Locations or Global Literature: Perspectives Within a Period or Location	3		
COMS 101	Foundations of Oral Communication	3		
	Fine Arts (choose 1 course)	3		
	Humanity (choose 1 course)	3		
	Additional Humanities or Fine Arts (choose 2 courses not used above)	6		
	Natural Science with lab (choose 2 courses)	8		
	Mathematics (choose 1 course)	3		
HIST 101 or 102	History of World Civilizations I or History of World Civilizations II	3		
Choose 3 (not used above): EC 231, 232; HIST 101, 102; POS 200, 250; SOC 100 or 102	Intro to Macro Economics, Intro to Microeconomics, History of World Civilizations I, History of World Civilizations II, American National Government, State & Local Government, or Intro to Sociology	9		
	Personal Development (choose 1 course)	3		
	Choose Additional Requirements for the BA degree (up to 12 hours) or the BS degree (7 hours)	7 to 12		
Program Courses and Required Electives		**33**		
CIVL 200	Introduction to Civic Leadership	3	Y	
Choose one: COMS 200, DATA 200, or POS 370	Communication Research Methods, Data Visualization, or Research Methods in Social Sciences	3		
	Communication & Advocacy (choose 3 courses)	9		
	Citizenship & Society (choose 3 courses)	9		
	Management & Leadership (choose 3 courses)	9		
Program Options (enter total credit hours from all options below)		**0**		
Free Electives		**16-21**		
	A minor is required; credits toward a minor can be used to satisfy these elective hours.	16-21		
Capstone/Internship/Practicum		**6**		
Choose one: CIVL 475, CIVL 491, or other approved	Civic Leadership Internship, Civic Leadership Special Project, or other experiential learning course approved by CIVL advisor	3	Y	Y
CIVL 499	Civic Leadership Capstone	3	Y	
	Total Credit Hours Required for Completion:	**120**		

DECISION ITEM: A-9 — Bishop State Community College, Substantive Modification to Academic Program Inventory

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

Staff Recommendation: That the Commission approve Bishop State Community College's request to revise its academic program inventory with updated program titles and CIP codes as presented, under the following conditions.

1) Separated programs must report completers using the new CIP codes beginning in the reporting cycle for Academic Year 2026-27.

2) By Academic Year 2027-28, separated programs must meet program viability standards as established in the Code of Alabama 16-5-8(a)(2).

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 or more 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

Bishop State Community College (BIS) is proposing to make the following two modifications to its inventory that require Commission approval:

- Separating the existing AAS in Process and Maintenance Technology (CIP 15.0404) into three distinct programs: Process and Maintenance Technology, Welding Technology, and Machine Tool Technology.

- Converting the existing AOT in Occupational Technology (CIP 30.9999) into six distinct programs: Cosmetology,

Barbering and Hairstyling, Air Conditioning/ Refrigeration Technology, Electrical Technology, Automotive Technology, and Diesel Technology.

In addition, BIS proposed several other inventory changes that require notification only. It seemed expedient to process these at the same time.

Staff recommendation for approval is based on the following rationale:

1. The proposed changes to BIS's program CIP codes and titles will make it easier to measure the success of students enrolled in the programs and identify gaps in the various occupational pipelines.

2. The proposed changes that split one program into multiple programs have been reviewed by officials at the Alabama Community College System, who have confirmed that the curriculums are distinct enough to merit separate programs and that splitting them will not require any additional resources.

3. The proposed changes do not affect professional licensure programs or programs with specialized accreditation.

Supporting Documentation:

1. Summary of Proposed Changes to Academic Program Inventory for Bishop State Community College, attached.

2. Correspondence with representatives of Bishop State Community College and Alabama Community College System regarding proposed changes to Academic Program Inventory. 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 Changes to Academic Program Inventory
for Bishop State Community College

Action Needed	Existing CIP	*NEW* CIP	Degree	Existing Program Title	*NEW* Program Title
Changes to Process & Maintenance Technology (CIP 15.0404) and related programs					
Retain, split into 3 progs	15.0404		AAS/ CER	Process & Maintenance Technology	Process and Maintenance Technology
Split CIP, Update Title	**15.0404**	**48.0501**	**AAS/ CER**	**Process & Maintenance Technology**	**Machine Tool Technology**
Split CIP, Update Title	**15.0404**	**48.0508**	**AAS/ CER**	**Process & Maintenance Technology**	**Welding Technology**
Retain, Move CIP	15.0407	15.0404	STC	Introduction to Manufacturing Technology	
Update Title	48.0508		STC	Welding	Welding Technology
Update Title	48.0508		STC	Welder/Welding Technologist	Pipe Welding
Delete STC	~~48.0508~~		~~STC~~	~~Structural Welding~~	
Delete STC	~~48.0508~~		~~STC~~	~~Steel/Aluminum Welding~~	
Changes to Associate of Occupational Technology (CIP 30.9999) and related programs					
Convert AOT into 6 progs	~~30.9999~~		~~AOT~~	~~Occupational Technology~~	
Split CIP, Update Title	**30.9999**	**12.0401**	**AAS**	**Occupational Technology**	**Cosmetology**
Split CIP, Update Title	**30.9999**	**12.0402**	**AAS**	**Occupational Technology**	**Barbering and Hairstyling**
Split CIP, Update Title	**30.9999**	**15.0501**	**AAS**	**Occupational Technology**	**Air Conditioning/ Refrigeration Technology**
Split CIP, Update Title	**30.9999**	**46.0302**	**AAS**	**Occupational Technology**	**Electrical Technology**
Split CIP, Update Title	**30.9999**	**47.0604**	**AAS**	**Occupational Technology**	**Automotive Technology**
Split CIP, Update Title	**30.9999**	**47.0605**	**AAS**	**Occupational Technology**	**Diesel Technology**
Update Title	12.0401		STC	Cosmetologist	Cosmetology—Hair Additions
Add new STC		12.0401	STC		Cosmetology—Nail Technology
Update Title	12.0402		CER	Barbering	Barbering and Hairstyling
Move CIP, Update Title	12.0413	12.0402	STC	Barbering & Hairstyling	Barbering and Hairstyling

Action Needed	Existing CIP	*NEW* CIP	Degree	Existing Program Title	*NEW* Program Title
Continued--Changes to Associate of Occupational Technology (CIP 30.9999) and Related Programs					
Update Title	15.0501		CER	Air Cond/Refrigeration Tech	Air Conditioning/Refrigeration Technology
Move CIP, Update Title	47.0201	15.0501	STC	A/C & Refrigeration Tech	Air Conditioning/Refrigeration Technology
Add new STC		46.0302	STC		Electrical Technology
Delete CER	~~47.0603~~		~~CER~~	~~Automotive Body Repair~~	
Update Title	47.0604		CER	Auto Mechanics	Automotive Technology
Update Title	47.0605		CER	Diesel Mechanics	Diesel Technology
Update Title	47.0605		STC	Automotive/Diesel Technology	Diesel/Automotive Technology
Other Inventory Changes Requiring Notification Only, Organized by CIP					
Move CIP, Update Title	13.1210	19.0708	STC	Early Childhood Education	
Add new STC		15.0303	STC		Electronics Engineering Technology
Delete STC	~~15.0613~~		~~STC~~	~~Advanced Manufacturing~~	
Delete STC	~~15.0613~~		~~STC~~	~~Advanced Manufacturing emphasis in Process Technology~~	
Add CER to existing AAS		15.0801	CER		Aviation Maintenance Technology
Delete STC	~~15.1301~~		~~STC~~	~~Drafting and Design Technology with emphasis~~	
Move CIP, Update Title	19.0505	12.0503	STC	Commercial Food Service	Culinary Arts
Update Title	19.0708		AAS/ CER	Child Development	Early Childhood Education
Update Title	49.0205		STC	Truck, Business and Other Commercial Vehicle Operator	Truck Driving
Delete--not implemented	~~51.0908~~		~~AAS~~	~~Respiratory Care Therapist~~	
Delete--not implemented	~~51.1004~~		~~AAS~~	~~Medical Laboratory Technician~~	

Note: Entries in bold indicate substantive change – requiring Commission approval. Non-bolded entries can be done through notification only.

DECISION ITEM: A-10a — Coastal Alabama Community College, Associate of Applied Science in Occupational Therapy Assistant (CIP 51.0803)

Staff Presenter: Ms. Kristan White
Academic Program Analyst

Staff Recommendation: That the Commission approve the proposed Associate of Applied Science (AAS) in Occupational Therapy Assistant.

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

Implementation Date: Implementation for the proposed program will begin in Spring 2028. Based on Commission policy, the proposed program must be fully implemented by January 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 9.4 students, 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 and 2034-35 (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 significant progress toward, programmatic accreditation through the Accreditation Council for Occupational Therapy Education (ACOTE).

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 professional licensure, related employment, and/or pursuit of bachelor's degrees.

Coastal Alabama Community College (Coastal) 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. The proposed program is designed to fulfill requirements for professional licensure and prepare graduates for employment as Occupational Therapist Assistants (SOC 31-2011), an occupation which is included on the 2024-25 Statewide Demand Occupations List.

2. This proposal includes letters of support from four potential clinical partners and employers 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.

4. Coastal Alabama Community College proposal dated March 6, 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:	**Coastal Alabama Community College**							
PROGRAM NAME:	**Occupational Therapy Assistant**						**CIP CODE:**	**51.0803**
SELECT LEVEL:	**UNDERGRADUATE (ASSOCIATE)**							
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	$233,491	$233,491	$233,491	$233,491	$233,491	$233,491	$233,491	$1,634,437
EQUIPMENT	$50,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$80,000
FACILITIES	$80,000							$80,000
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION	$18,045	$5,730	$5,900	$6,077	$6,259	$6,259	$6,259	$54,529
OTHER COSTS								$0
TOTAL EXPENSES	$381,536	$244,221	$244,391	$244,568	$244,750	$244,750	$244,750	**$1,848,966**
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2028-29	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**2034-35**	**TOTAL**
TUITION + FEES	$175,104	$322,560	$322,560	$322,560	$322,560	$322,560	$322,560	$2,110,464
EXTERNAL FUNDING								
REALLOCATIONS	$206,432							$206,432
TOTAL REVENUES	$381,536	$322,560	$322,560	$322,560	$322,560	$322,560	$322,560	**$2,316,896**
ENROLLMENT PROJECTIONS								
	2028-29	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**2034-35**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	24	24	24	24	24	24	**24.00**
PART-TIME ENROLLMENT HEADCOUNT								**0.00**
TOTAL ENROLLMENT HEADCOUNT		24	24	24	24	24	24	**24.00**
***NEW* ENROLLMENT HEADCOUNT**		24	24	24	24	24	24	**24.00**
DEGREE COMPLETION PROJECTIONS *Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.*								
	2028-29	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**2034-35**	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	**No data reporting**	20	20	20	20	20	20	**20.00**

Attachment 2

Summary of Background Information

Associate of Applied Science in Occupational Therapy Assistant
Coastal Alabama Community College

Role: The proposed program is within the instructional role recognized for Coastal Alabama Community College (Coastal). Nonetheless, due to the amount of new instructional content, Coastal must receive substantive change approval for this program from its institutional accreditor the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Program Description: The proposed AAS in Occupational Therapy Assistant (OTA) is designed to provide entry-level preparation for individuals seeking employment in the field of occupational therapy. The program is also intended to assist in meeting the needs of healthcare professionals within South Alabama and the Gulf Coast Region. The goal of the proposed OTA program is to develop individuals who are highly skilled and knowledgeable in the field of occupational therapy and are prepared to provide compassionate, patient-centered care for clients across the lifespan.

Student Learning Outcomes: Learning outcomes for graduates of the AAS in Occupational Therapy Assistant program include the following abilities:

1. Implement assigned occupational therapy assistant interventions under occupational therapist/occupational therapy assistant supervision, as measured by a satisfactory/passing score on a clinical performance rubric during Level II fieldwork.

2. Demonstrate professional, ethical, and culturally responsive behaviors, as measured by successful completion of professional behavior evaluations on a clinical performance rubric during Level II fieldwork.

3. Accurately apply clinical reasoning and evidence-based principles, demonstrated by earning a score of 75% or higher on a capstone case analysis or comprehensive practical examination aligned with ACOTE standards.

4. Demonstrate safe use of therapeutic equipment, assistive technology, and adaptive devices, as measured by successful completion of skills validations with no critical safety violations.

Administration: The program will be administered by the Department of Allied Health, Tiffany Scarborough, Dean, and Natalie Dukes, Chair.

Public Review: The program was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: Currently, Wallace State Community College- Hanceville, is the only ACCS institution to offer an AAS in Occupational Therapy Assistant at CIP 51.0803.

Relationship to Existing Coursework: The OTA program will be housed within the Nursing and Allied Health Department and share institutional infrastructure, facilities, and selected support services with other related program offerings. Program oversight will be provided by the Dean and Associate Dean of Nursing and Allied Health, consistent with existing departmental governance structures. The institution has confirmed that adequate physical, fiscal, and administrative resources are already in place to support the proposed program, including instructional space, laboratory areas, clinical coordination support, and operational funding necessary to ensure program sustainability and compliance with accreditation standards.

Collaboration: The College has established partnerships with local healthcare providers who have committed to serving as clinical education sites for OTA students. These partners will offer supervised clinical experiences that support program learning outcomes while also enhancing workforce development through potential employment opportunities for graduates. Collectively, these partnerships will reinforce the program's alignment with regional workforce needs and facilitate a seamless transition from education to employment.

Programmatic Accreditation: The College will seek specialized accreditation through the Accreditation Council for Occupational Therapy Education (ACOTE) to ensure the AAS OTA program meets the standards necessary to prepare students for credentialing and employment. ACOTE accreditation is required for students to be eligible for the National Board Certification in Occupational Therapy (NBCOT) certification examination for occupational therapy assistants. Coastal anticipates full accreditation in 2028.

Professional Licensure: To practice as an Occupational Therapy Assistant within the State of Alabama, individuals must be licensed through the Alabama State Board of Occupational Therapy. Licensure standards require individuals to pass the National Board of Certification in Occupational Therapy exam. The clinical experiences and didactic coursework for this program will be based upon ACOTE standards and prepare students for examination, credentialing, and entry-level employment as certified OTAs.

Admissions: Applicants must submit a completed OTA program application by the stated deadline, and have the following: ability to participate in rotations in all clinical facilities; a minimum overall grade point average of 2.0 or higher (4.0 scale) and 2.5 or higher in required OTA pre-professional courses, including a "C" or higher in all required prerequisite courses as listed in the General Studies Component for Occupational Therapy Assistant majors; a minimum ACT score of 18; and be eligible for ENG 101, MTH 116, and BIO 201. Admission to the OTA program will be competitive, and the number of students accepted will be limited by the number of faculty members and clinical facilities available. To meet affiliated health care facility requirements for clinical education experiences, students will be required to submit to a background check, drug and alcohol screening, be certified in cardiopulmonary resuscitation at the health care provider level, undergo a health screening, and document immunization to specified contagious diseases.

Mode of Delivery: Coursework for the proposed program will be delivered via face-to-face instruction at Coastal's Bay Minette Campus. Fieldwork requirements will be completed in-person through partnerships with local clinical sites.

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**	50
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	**70**

Work-Based Learning: The OTA curriculum will require the completion of four fieldwork courses for a total of 10 credit hours and 690 contact hours (OTA 218 and OTA 219 Level I A and B (45 contact hours each) and OTA 226 and OTA 233 Level II A and B (300 contact hours each). OTA 226 and OTA 233 fulfill the minimum 16 weeks of full-time fieldwork experience as required by the Accreditation Council for Occupational Therapy Education (ACOTE) for Level II Fieldwork. The setting is chosen to complement learning from previous Level I and II experiences and continue to develop clinical skills and knowledge under the supervision of an experienced Registered Occupational Therapist (OTR) and/or Certified OTA.

Industry Need: The proposed program is designed to prepare graduates for employment as Occupational Therapy Assistants (SOC 31-2011, included on the 2024-25 Statewide Demand

Occupations List). According to the US Bureau of Labor Statistics, there were approximately 47,000 OTA job openings in 2021, and the need for OTAs is expected to grow 25% by 2031, with a median salary of $61,520 per year. Approximately 9,300 openings are expected annually from 2021-2031. Additionally, approximately 133,900 occupational therapist job vacancies were reported in 2021, with an anticipated 14% growth by 2031 and a reported median annual salary of $85,570. An AAS OTA program would not only meet the demand for additional occupational therapy assistants but also provide a pathway for individuals seeking advanced degrees as occupational therapists. By establishing an OTA program at the Bay Minette Campus, Coastal Alabama Community College will align its educational offerings with Alabama's workforce development goals and in demand occupation priorities, supporting regional healthcare employers and expanding access to credentialed healthcare workers in underserved areas of the state. This alignment underscores the program's relevance to state economic planning and workforce initiatives.

Letters of support were submitted with the program proposal from the following local care providers:

- North Baldwin Infirmary
- Restore Therapy Services
- William F. Green State Veterans Home
- Baldwin Health

Student Demand: Exit surveys from existing health sciences programs indicate strong student interest in healthcare careers, including specific interest in OTA. Faculty, advisors, and student support personnel consistently report significant demand for the program through recruitment, advising, and outreach activities. Additionally, enrollment in the health sciences pathway has increased by more than 300 percent since 2023, reflecting a rapidly expanding pipeline of students prepared for allied health programs. Externally, advisory board members and regional healthcare stakeholders have identified a continuing shortage of qualified OTAs and have expressed strong support for expanding educational capacity in this field. Collectively, these internal trends and external workforce indicators provide a solid foundation for projecting strong initial enrollment and sustainable growth for the program. Student enrollment projections for the proposed program are based on conservative estimates informed by historical enrollment trends in existing health sciences programs, documented student interest, and input from faculty and advisors. The program is designed to admit one cohort per year with spring semester entry, and enrollment is projected at a minimum of 24 students per cohort. This estimate reflects comparable cohort sizes in similar allied health programs, anticipated applicant demand, and program capacity, and provides a sustainable baseline for instructional delivery, clinical placement availability, and fiscal planning.

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 institution has proposed sufficient faculty to ensure the quality, integrity, and ongoing review of the OTA program. In compliance with the ACOTE requirements, the program will hire a dedicated Program Director and an Academic Fieldwork Coordinator. These key faculty positions, supported by

additional part-time or adjunct instructors as needed, will provide leadership in curriculum development, program assessment, and oversight of student clinical experiences, ensuring that all instructional and fieldwork components meet accreditation standards and effectively prepare graduates for entry-level practice. An existing administrative assistant serves the Bay Minette Campus and will also support this program.

Equipment: The OTA program will require specialized instructional and laboratory equipment to support hands-on skills training aligned with ACOTE standards and workforce expectations. Initial equipment purchases will include therapeutic treatment tables and mats; adaptive and assistive devices used in activities of daily living (ADLs); pediatric, adult, and geriatric rehabilitation tools; splinting and orthotic fabrication materials; simulated clinical equipment; and instructional lab supplies necessary for skills development and competency assessment. The estimated start-up cost for required equipment is $50,000. Future equipment costs are estimated at $5,000 annually.

Facilities: The OTA program will utilize existing classrooms, offices, and dedicated storage space currently available on campus; however, limited renovations to existing infrastructure will be required to support hands-on laboratory instruction. Planned renovations include reconfiguring an existing room to create a functional OTA laboratory space suitable for therapeutic activities, skills practice and simulated clinical instruction. Modifications may include minor construction and installation of appropriate fixtures to accommodate specialized instructional equipment. The estimated cost for these renovations is $80,000.

Library: No new library purchases are anticipated, as the institution's library currently maintains a robust collection of resources that adequately support all healthcare fields, including OTA.

Accreditation: Initial ACOTE accreditation costs, which are included in first-year estimates, total $18,045, and will cover application, candidacy, and initial review fees required to pursue accreditation. Ongoing accreditation-related expenses for subsequent years are based on ACOTE's currently advertised annual fees and will be incorporated into future operating budgets to ensure continued compliance and program quality.

Program Budget: The proposal projects that $1,848,966 in new funds will be required to support the OTA program over the first seven years. Coastal' s president has fully endorsed the implementation of the program and has committed institutional support from the College to offset initial startup and operational costs during Year 1 to ensure the program's successful launch and sustainability. Other support for the program will come from the following: reallocation of existing nursing and allied health resources, classroom space, laboratory resources, and administrative support; pursuit of workforce development grants and healthcare education funding opportunities to support personnel, equipment, and instructional needs; applications for equipment and simulation grants to assist with the purchase and modernization of laboratory and instructional equipment; and in-kind support from clinical affiliates and community partners, including clinical training opportunities and workforce partnership support. The program is expected to generate $2,110,464 through tuition in the first seven years.

Attachment 3

Associate of Applied Science in Occupational Therapy Assistant
Coastal Alabama Community College

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		
Humanities/FA	Humanities/Fine Arts Elective	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		**50**		
OTA 210	Occupational Therapy Fundamentals	3	Y	
OTA 211	Practical Anatomy and Kinesiology-Theory	2	Y	
OTA 212	Practical Anatomy and Kinesiology-Lab	2	Y	
OTA 213	Treatment Planning and Implementation: Part I Theory Pediatrics	3	Y	
OTA 214	Treatment Planning and Implementation: Part I Lab Pediatrics	2	Y	
OTA 217	Orientation to Fieldwork	1	Y	
OTA 218	Level I Fieldwork A	1	Y	Y
OTA 219	Level I Fieldwork B	1	Y	Y
OTA 221	Medical Conditions in OT	3	Y	
OTA 215	Psychiatric Environment and Group Process in OT	2	Y	
OTA 216	Psychiatric Environment and Group Process in OT-Lab	1	Y	
OTA 220	Documentation for the OTA	2	Y	
OTA 222	Treatment Planning and Implementation Part II Theory-Adult	3	Y	
OTA 223	Treatment Planning and Implementation Part II Lab-Adult	2	Y	
OTA 224	Occupational Activity Analysis	2	Y	
OTA 225	Occupational Activity Analysis-Lab	2	Y	
OTA 226	Level II Fieldwork A	4	Y	Y
OTA 227	Evidence Based Practice	1	Y	
OTA 230	Professional Skills Development	3	Y	
OTA 231	Rehabilitation Management	3	Y	
OTA 232	Splinting	2	Y	
OTA 233	Level II Fieldwork B	4	Y	Y
OTA 234	OTA Review Seminar	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:	**70**		

DECISION ITEM: A-10b — Coastal Alabama Community College, Associate of Applied Science in Radiologic Technology (CIP 51.0911)

Staff Presenter: Ms. Kristan White
Academic Program Analyst

Staff Recommendation: That the Commission approve the proposed Associate of Applied Science (AAS) in Radiologic 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 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.

Coastal Alabama Community College (Coastal) 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 radiologic technologists and Technicians, which are included on the 2024-25 Alabama Demand Occupations List.

2. 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.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Coastal Alabama Community College proposal dated March 6, 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:	**Coastal Alabama Community College**							
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	$233,491	$233,491	$233,491	$233,491	$233,491	$233,491	$233,491	$1,634,437
EQUIPMENT	$623,541							$623,541
FACILITIES	$568,192							$568,192
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION	$6,075	$6,000	$2,650	$2,650	$2,650	$2,650	$2,650	$25,325
OTHER COSTS	$98,639	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$128,639
TOTAL EXPENSES	$1,529,938	$244,491	$241,141	$241,141	$241,141	$241,141	$241,141	**$2,980,134**
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**TOTAL**
TUITION + FEES	$211,968	$211,968	$353,280	$353,280	$353,280	$353,280	$353,280	$2,190,336
EXTERNAL FUNDING	$1,413,193							$1,413,193
REALLOCATIONS								$0
TOTAL REVENUES	$1,625,161	$211,968	$353,280	$353,280	$353,280	$353,280	$353,280	**$3,603,529**
ENROLLMENT PROJECTIONS								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	24	40	40	40	40	40	**37.33**
PART-TIME ENROLLMENT HEADCOUNT								**0.00**
TOTAL ENROLLMENT HEADCOUNT		24	40	40	40	40	40	**37.33**
***NEW* ENROLLMENT HEADCOUNT**		24	40	40	40	40	40	**37.33**
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**	20	30	30	30	30	30	**28.33**

Attachment 2
Summary of Background Information

Coastal Alabama Community College
Associate of Applied Science in Radiologic Technology

Role: The proposed program is within the instructional role for Coastal Alabama Community College (Coastal). Nonetheless, due to the amount of new instructional content, Coastal must receive substantive change approval for this program from its institutional accreditor the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

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 program will align with Coastal Alabama's mission to provide workforce-focused education that meets local and regional employment needs.

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

1. Perform routine and non-routine radiographic examinations with a minimum competency score of satisfactory or 75% or higher on clinical competency evaluations and image analysis rubrics, demonstrating accurate patient positioning, appropriate exposure factor selection, and diagnostic image quality.

2. Apply radiation protection principles in the clinical setting by achieving 90% or higher on radiation safety examinations, and by demonstrating 100% compliance with ALARA standards on clinical observation and safety checklists.

3. Demonstrate effective verbal, written, and interpersonal communication and professional behavior by earning a minimum rating of satisfactory or higher on clinical affective domain evaluations, including patient interaction, ethical conduct, and adherence to professional standards.

4. Analyze and adapt radiographic procedures to patient condition and clinical requirements by successfully completing case-based assessments and repeat-analysis evaluations with a score of satisfactory or 75% or higher, demonstrating appropriate problem-solving and image outcome evaluation.

Administration: The program will be administered by the Department of Allied Health, Tiffany Scarborough, Dean, and Natalie Dukes, Chair.

Public Review: The program was posted on the Commission website from April 2, 2026 to April 22, 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. This will be the only ACCS program to serve the Mobile and Gulf Coast Area, with the closest program 140+ miles away. 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 proposed program will be housed within the Nursing and Allied Health Department and share institutional infrastructure, facilities, and selected support services with other related program offerings. An existing Campus Director will serve as the local administrator and institutional resource for the Program Director, supporting day-to-day operations, coordination of facilities, and integration with campus services. The institution has confirmed that adequate physical, fiscal, and administrative resources are already in place to support the proposed program, including: instructional space, clinical coordination support, and operational funding necessary to ensure program sustainability and compliance with accreditation standards.

Collaboration: The College has engaged local healthcare and imaging providers who have agreed 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. Coastal Alabama plans to accept students into the RT program beginning Fall 2027. A site visit is expected to occur in Fall 2027 or Spring 2028, with full accreditation anticipated in 2028.

Professional Licensure and Certification: Graduates of Coastal's 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. Radiologic technologists are not licensed in the state of Alabama and as such, the program is not considered a professional licensure program. However, employers generally prefer RT(R) candidates as the credential validates the acquisition of knowledge and skills. Additionally, 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.

Admissions: Students must meet the admission requirements of the College and also complete a separate application process as RT annual enrollment will be limited based on clinical learning opportunities with healthcare providers in south Alabama. Applicants must also have a minimum overall grade point average of 2.0 or higher (4.0 scale) and 2.5 or higher in academic core courses; a minimum ACT score of 18; and be eligible for ENG 101, MTH 116, and BIO 201. To meet affiliated health care facility requirements for clinical education experiences, students will be required to submit to a background check, drug and alcohol screening, be certified in CPR at the health care provider level, undergo a health screening, and document immunization to specified contagious diseases.

Mode of Delivery: Course content will be delivered in-person at Coastal's Gulf Shores Campus. Clinical and practicum experiences will take place in approved healthcare settings that provide the appropriate radiologic technology training experiences. While the program will not be competency-based, students will be required to demonstrate specific competencies and clinical skills at designated points in the curriculum to progress in the program.

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**	23
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	**75**

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 occupation.

Work-Based Learning: Satisfactory completion of the program will include 1,260 clinical hours and verification of the American Registry of Radiologic Technologists' required competencies for imaging procedures. All clinical rotations will be under the direct supervision of a qualified radiographer.

- RAD 114 Clinical Education I (90 hours) - will consist of 5 on-campus and 8 in-hospital clinicals, generally one day of clinical per week and focus on clinical orientation, equipment, procedures, and department policies.
- RAD 124 Clinical Education II and RAD 134 Clinical Education III (225 hours each) - will consist of hospital/clinic rotations two days per week (three for 134) and students will practice radiographic equipment manipulation, radiographic exposure, routine radiographic positioning, identification, and patient care techniques.
- RAD 214 Clinical Education IV and RAD 224 Clinical Education V (360 hours each) – will consist of hospital/clinic clinicals three days per week and upon completion, students will be able to demonstrate practical competencies of radiographic procedures presented in current and previous courses.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations: Radiologic Technologists and Technicians (SOC 29-2034, included on the 2024-25 Alabama Demand Occupations List); and Magnetic Resonance Imaging Technologists (SOC 29-2035). 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: Student enrollment projections for the proposed RT program were developed using multiple sources of internal and external evidence to substantiate sustained interest and workforce need. Exit surveys from current health sciences programs consistently demonstrate strong student interest in healthcare-related fields, with many respondents expressing specific interest in radiologic technology. Faculty, advisors, and student support staff also report high demand for RT through face-to-face interactions with prospective students during recruitment and advising sessions. In addition, registrations in the health science pathway have increased over 300% since 2023, indicating a rapidly growing pipeline of students prepared and interested in allied health programs. Externally, the program has relied on input from advisory boards and key healthcare stakeholders, who consistently highlight a workforce shortage of trained radiologic technologists and support the development of additional educational opportunities to meet this need. Student enrollment projections for business plan lines 24–27 were developed based on planned cohort size, admission frequency, and instructional capacity. The program is designed to admit one cohort annually each fall semester. For the initial year of implementation, enrollment is conservatively projected at a minimum of 24 students to allow for program start-up. Beginning with the second cohort and each year thereafter, enrollment is projected at approximately 40 students per cohort.

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		

Coastal 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. In addition, the institution may consider hiring one support staff member to provide administrative support for allied health programs, including RT, in the future. 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: Coastal has proposed $623,541 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: Building renovations to an existing facility on the Gulf Shores Campus will be necessary to support the implementation of the proposed program. The estimated cost is $568,192, and the required funds have been fully secured through grant funding. The planned renovations will create appropriately designed laboratory space, an instructional classroom, and student support areas to meet programmatic and accreditation requirements. These improvements will ensure the campus provides a safe, functional, and effective learning environment that supports hands-on instruction, student learning, and program quality.

Library: No new library purchases are anticipated, as the institution's library currently maintains a robust collection of resources that adequately support all healthcare fields, including Radiologic Technology.

Accreditation: Anticipated accreditation-related expenses are estimated at $6,075 in the first year and include the application fee for initial accreditation and program site visit fees for two visitors. These initial costs have been secured through grant funding. Additional expenditures related to the site visit, such as lodging and travel, will be incurred as required. Ongoing annual accreditation fees are anticipated to be $2,650. Other costs include laboratory supplies and furnishings and have been fully secured through grant funding.

Program Budget: The proposal projects that $2,980,134 in new funds will be required to support the AAS program over the first seven years. The College was recently awarded $1,999,814 through the Alabama Centers for Rural Healthcare Opportunity Grant. Of this amount, $1,413,193 will be applied to support the development and implementation of the RT Program, and the remaining $586,621 will be used to provide student scholarships, helping to support interest and enrollment by covering tuition and fees for students with financial need who are accepted into the program. The program is expected to generate $2,190,336 in tuition.

Attachment 3

Coastal Alabama Community College
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		**23**		
ENG 101	English Composition I	3		
SPH 107	Fundamentals of Public Speaking	3		
Humanities/Fine Arts Elec.	Humanities/Fine Arts Elective	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:	**75**		

DECISION ITEM: A-11

Central Alabama Community College, Associate of Applied Science in Industrial Automation Technology (CIP 47.0303)

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) in Industrial Automation Technology.

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

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2027-28 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).

2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).

3. That information regarding an overall assessment of the program will be provided, particularly related to objectives and assessment measures stated in the proposal, including data on related employment 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, 2033.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The program is designed to prepare graduates for entry-level employment in careers included on the 2024-25 Alabama Demand Occupations List, including industrial machinery mechanics and maintenance and repair workers.

2. The program is built on the nationally recognized Federation for Advanced Manufacturing Education (FAME) model and developed in partnership with regional manufacturing employers, ensuring curriculum relevance, validated workforce demand, and strong job placement opportunities for graduates.

Supporting Documentation:

1. New Academic Degree Program Application Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Central Alabama Community College proposal dated March 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. 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:	**Industrial Automation Technology**						**CIP CODE:**	**47.0303**
SELECT LEVEL:	**Associate of Applied Science**							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**TOTAL**
FACULTY								$0
ADMINISTRATION/STAFF								$0
EQUIPMENT	$150,000	$250,000						$400,000
FACILITIES	$25,000	$25,000	$27,000	$30,000	$32,000	$34,000	$35,000	$208,000
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION AND OTHER COSTS	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$70,000
TOTAL EXPENSES	$185,000	$285,000	$37,000	$40,000	$42,000	$44,000	$45,000	**$678,000**
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**TOTAL**
REALLOCATIONS	$107,384	$163,626						$271,010
EXTERNAL FUNDING								$0
TUITION + FEES	$77,616	$121,374	$137,600	$138,976	$140,352	$141,728	$141,864	$899,510
TOTAL REVENUES	$185,000	$285,000	$137,600	$138,976	$140,352	$141,728	$141,864	**$1,170,520**
ENROLLMENT PROJECTIONS *Note: "New Enrollment Headcount" is defined as unduplicated counts across years.*								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	16	18	18	18	18	18	**17.67**
PART-TIME ENROLLMENT HEADCOUNT		0	0	0	0	0	0	**0.00**
TOTAL ENROLLMENT HEADCOUNT		16	18	18	18	18	18	**17.67**
***NEW* ENROLLMENT HEADCOUNT**		7	10	10	10	10	10	**9.50**
DEGREE COMPLETION PROJECTIONS *Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.*								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	**No data reporting**	7	8	8	8	8	8	**7.83**

Attachment 2
Summary of Background Information

Central Alabama Community College
Associate of Applied Science in Industrial Automation Technology

Role: The proposed program is within the instructional role for Central Alabama Community College (CEN).

Program Description: The proposed AAS in Industrial Automation Technology is designed to prepare highly skilled technicians for in-demand careers in advanced manufacturing and industrial operations. Through a rigorous, industry-driven curriculum that integrates classroom instruction with hands-on, work-based learning, the program will equip students with essential competencies in automation systems, robotics, programmable logic controllers (PLCs), industrial maintenance, and continuous improvement practices. Developed in partnership with regional manufacturing employers and aligned with the nationally recognized FAME model, the program will emphasize technical excellence, safety, teamwork, and professional behaviors needed for success in modem manufacturing environments.

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

1. Apply industrial safety principles in classroom and workplace settings, creating and maintaining a safe work environment.
2. Perform troubleshooting, maintenance, and repair on industrial equipment including mechanical, electrical, hydraulic, and pneumatic systems.
3. Interpret and use technical drawings and precision measuring tools accurately in industrial applications.
4. Program and troubleshoot programmable logic controllers (PLCs) and basic robotic systems to automate manufacturing processes.
5. Implement preventive maintenance practices to maximize equipment reliability and minimize downtime.
6. Apply principles of industrial mechanics, controls, and variable speed drives to real-world industrial systems.

Administration: The program will be administered by the Dean, Michael Barnette; and the Department of Workforce Education, Patrick Murphy, Chair.

Public Review: The revised program proposal was posted on the Commission website from April 2, 2026, to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following ACCS institutions offer related programs at the same CIP 47.0303: Bevill State CC, Coastal Alabama CC, Enterprise State CC, Gadsden State CC, Northeast Alabama CC, Northwest-Shoals CC, Snead State CC, Trenholm State CC, Wallace CC- Dothan and Wallace State CC-Selma. This will be the only associate program to serve Tallapoosa County and the upper counties of Region Five.

Relationship to Existing Coursework: The proposed program will be closely aligned with and share common courses, faculty expertise, facilities, and equipment with several existing technical programs at the College, including Industrial Electronics (ILT), Automotive Manufacturing Technology (AUT), Machine Shop Technology, and Welding. The program is designed to complement and enhance current programs rather than replace or compete with them, providing an additional pathway that supports workforce development needs while maximizing shared institutional resources.

Collaboration and Work-Based Learning: Extensive collaboration with external entities has been explored and established through participation in the Federation for Advanced Manufacturing Education (FAME) program, which works directly with local manufacturers to address critical workforce needs. Local

manufacturing leaders and the organizations they represent serve as key initiators and active partners in the program's development and ongoing oversight. These industry partners help shape curriculum expectations to ensure alignment with current and emerging workforce demands. Under the FAME model, participating companies sponsor students in an "Earn-While-You-Learn" format. Students are employed by their sponsoring company while completing their academic coursework, typically attending classes two days per week and working three days per week. This structure provides students with meaningful, paid, hands-on experience while ensuring employers are directly involved in developing a highly skilled talent pipeline. In addition to sponsorship, industry partners provide input on technical competencies, professional behaviors, safety standards, and workplace expectations. This close collaboration ensures the program remains responsive to regional economic needs, strengthens relationships between the College and local employers, and supports sustainable workforce development in advanced manufacturing.

Professional Certification: Students can earn NC3 (National Coalition of Certification Centers) industry-recognized credentials in areas aligned with advanced manufacturing and industrial maintenance. Some of the available credentials include: electrical & industrial maintenance: Snap-on Multimeter and Torque Certifications, Fluke Electrical Measurement, Siemens Mechatronic Systems Certification (Levels 1 & 2); fluid power & mechanical systems: Festo Pneumatics & Hydraulics, Festo Industry 4.0; automation & controls: Rockwell Automation/ Allen-Bradley, FANUC Robotics, End-of-Arm Tooling (EOAT); and safety & industry practices: OSHA 10-Hour (General Industry), precision measurement and tool safety certifications. These credentials can provide students with validated technical skills while participating in the FAME model, enhancing workforce readiness and employability.

Professional Licensure: Professional licensure is not required for employment in advanced manufacturing, and therefore the program is not considered a professional licensure program.

Admissions: To be considered for the FAME pathway, applicants must apply for admission to the College and submit a completed FAME application, including a written essay outlining career goals and the relevance of the FAME program to those goals. Following application review, selected candidates will participate in a structured, face-to-face panel interview with participating employer partners. Employer representatives will conduct interviews and subsequently select students through a draft-style hiring process. Admission to the FAME pathway is contingent upon employer sponsorship and successful completion of required drug screenings and background checks in accordance with employer and program standards. Employer partners may offer selected students paid employment beginning early to mid-June prior to fall enrollment, provided the student is at least 18 years of age by June 1. All admitted FAME students will begin coursework at the start of the fall semester.

Mode of Delivery: Coursework for the program will be delivered primarily in person on the College’s Prattville Campus. Certain courses may utilize a hybrid format that combines face-to-face instruction with online components for theory, coursework, and assessment; however, all required technical laboratories and work-based learning experiences will be completed on campus or at approved employer partner sites. In alignment with the FAME model and industry expectations, certain program requirements-such as demonstrated mastery of technical skills, safety competencies, and professional behaviors-may be satisfied through competency-based assessment where appropriate, allowing students to earn credit by demonstrating proficiency rather than solely through seat time. FAME students typically attend classes two days per week and work with their sponsoring employer three days per week.

Curriculum: Central plans to develop eight new courses to support the proposed program.

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	16
Credit hours required in **program courses & required electives**	60
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	**76**

No additional education or training is required beyond completion of the Industrial Automation Technology program for graduates to obtain entry-level employment in the identified SOC occupations. It is intentionally designed as a terminal, workforce-ready degree that integrates technical coursework, hands-on laboratory training, and structured, work-based learning aligned with employer expectations. Graduates will possess the technical competencies, safety training, and professional skills necessary for immediate entry into these occupations. While some employers may offer or require on-the-job training or company-specific certifications after hire, such training is typical for the field and does not constitute a prerequisite for entry-level employment.

Industry Need: The proposed program is designed to prepare graduates for employment as Industrial Machinery Mechanics (SOC 49-9041, included on the 2024-25 Alabama Demand Occupations list), Maintenance and Repair Workers, General (SOC 49-9071, included on the 2024-25 Alabama Demand Occupations list), and as Electrical and Electronics Repairers, Commercial and Industrial Equipment (SOC 49-2094). According to the US Bureau of Labor Statistics' Job Openings and Labor Turnover Summary, Alabama had approximately 106,000 job openings in November 2025, indicating a strong overall demand for workers across sectors, including technically skilled occupations where production, maintenance, and manufacturing roles are represented. The Industrial Automation Technology program will directly address a documented industry and employment need by preparing a skilled workforce for occupations that are recognized as in-demand and have strong annual openings and competitive wages in the state's manufacturing sector. Manufacturing remains a significant and growing component of Alabama's economy, with durable goods and production employment projected to expand, particularly in advanced manufacturing sectors, creating increased demand for workers with automation, maintenance, and electromechanical skills. By aligning curriculum with employer needs and competency outcomes-including robotics, programmable logic controllers, and industrial controls-the program supports state workforce priorities and contributes to preparing graduates for high-value, high-demand careers that are critical to Alabama's economic development and competitiveness.

Student Demand: The College determined student interest and demand for the Industrial Automation program by aligning with regional industrial needs, tapping into high school career technical programs, and showcasing the high-earning potential of the "earn while you learn" model. No official student surveys were conducted, but the College attended multiple job fairs in area high schools where conversations were held regarding the possibility of implementing this program and, as a result, a great deal of interest was generated. During the 2024–2025 academic year, total enrollment in IAT-related courses was 149. Enrollment was concentrated in key technical courses, including MSP 125 (38 students), ILT 160 (33 students), and WKO 133 and WKO 134 (43 students combined), indicating strong participation in foundational and workforce-aligned coursework. Additional enrollments in ILT and AUT-prefix courses further demonstrate student engagement across multiple program-relevant competencies. For the 2025–2026 academic year, enrollment currently totals 124, with summer term enrollment ongoing as of April 28, 2026. Enrollment patterns remain consistent, with notable participation in ILT 160 (29 students), ILT 161 (20 students), and AUT-prefix coursework, suggesting sustained interest in automation, maintenance, and industrial systems. Combined enrollment across both academic years totals 273, representing a stable base of student participation in courses directly aligned with the proposed program.

Resources:

Personnel:

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

The proposed program will be supported by three full-time faculty members, providing the expertise, continuity, and oversight necessary to ensure high-quality instruction, curriculum integrity, and ongoing program review. This faculty team possesses specialized knowledge in areas critical to the field, including control systems, robotics, programmable logic controllers, and instrumentation, allowing the program to meet rigorous academic standards while aligning with current workforce demands. Full-time faculty will lead curriculum development, program assessment, lab supervision, and student advising, ensuring that learning experiences are applied, relevant, and responsive to evolving industry technologies.

Equipment: The College has budgeted a total of $400,000 to purchase the following equipment: PLC Trainers/ Automation Trainers, Mechatronics / Electro-Mechanical Systems, Robotics Trainer / Arm, Electrical/ AC-DC Systems, Safety / Lockout Stations, and Tooling/ Hand Tools/ Storage.

Facilities: Minor renovations to existing space at the Prattville Campus will be necessary to appropriately house the proposed program. Modifications will include reconfiguration of classroom and lab space to support specialized equipment, installation of necessary electrical and data infrastructure, and minor upgrades to ensure the environment meets instructional and safety requirements for an industrial workforce program.

Library: Existing library holdings, including current technical databases, electronic journals, industry standards, and online instructional resources, are sufficient to support coursework and student research in industrial automation, manufacturing technologies, and applied engineering topics. The program will also rely on employer-provided training materials and industry-standard resources used within courses, ensuring adequate academic support without the need for new library acquisitions.

Accreditation and Other Costs: Approximately $10,000 will be required each year to support program implementation costs associated with the FAME pathway. This allocation will support ongoing marketing and recruitment efforts, including promotional materials, outreach events, high school engagement activities, digital marketing, and employer engagement initiatives designed to sustain enrollment in this selective, employer-sponsored program. These funds will also cover annual FAME chapter dues, which support participation in the regional FAME network, access to national FAME resources and training, chapter support services, and ongoing collaboration with employer partners. These investments are essential to maintain program visibility, support student recruitment, and sustain active participation in the FAME model to ensure continued alignment with industry workforce needs.

Program Budget: The proposal projects that $678,000 in new funds will be required to support the program in the first seven years. It is expected to generate $899,510 in tuition and fees over that same period, supplemented with $271,010 in existing workforce and instructional funds, along with institutional reserves as necessary.

Attachment 3

Central Alabama Community College
Associate of Applied Science in Industrial Automation Technology

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses		**16**		
MTH 100	Intermediate College Algebra	3		
ENG 101	English Comp I	3		
PHS 111	Physical Science	4		
HIS	History	3		
HUM/ART	Humanities/Fine Arts Elective	3		
Program Courses and Required Electives		**60**		
ILT 160	Direct Current Fundamentals	3		
ILT 161	Alternating Current Fundamentals	3		
WKO 133	MSSC MFG Process and Production	3		
INT 140	MCE-1 Safety Culture	1	Y	
INT 297A	CO-OP Education	1		Y
ILT 169	Industrial Hydraulics and Pneumatics	3		
MSP 121	Basic Blueprint Reading	2		
ILT 209	Motor Controls I	3		
INT 142	MCE-2 Workplace Visual Org.	1	Y	
INT 117	Principles of Industrial Mechanics	3	Y	
INT 297B	CO-OP Education	1		Y
AUT 114	Intro to PLC	3		
INT 134	Principles of Industrial Maintenance, Welding & Cutting	3	Y	
INT 144	MCE-3 Lean Manufacturing	1	Y	
INT 297C	CO-OP Education	1		Y
AUT 219	PLC Applications	3		
AUT 116	Introduction to Robotics	3		
AUT 251	Introduction to VFD and Servo Control	3		
INT 146	MCE-4 Problem Solving	1	Y	
INT 297D	CO-OP Education	1		Y
AUT 212	Robot Operation and Programming	3		
MSP 125	Introduction to Machining	3		
INT 127	Principles of Pumps and Pipes	3		
WKO 134	MSSC Maintenance Awareness	3		
INT 132	Preventive and Predictive Maintenance	3	Y	
INT 148	MCE-5 Machine Reliability	1	Y	
INT 297E	CO-OP Education	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:	**76**		

DECISION ITEM: A-12

Northeast Alabama Community College, Associate of Applied Science and Certificate in Barbering (CIP 12.0402)

Staff Presenter:

Ms. 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 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 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 licensure, 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 AAS/CER in Barbering is designed for working adults and non-traditional learners and will offer evening scheduling to allow students to balance work, family, and education.

2. The program proposal includes letters of support from local businesses attesting to the need for the program, including the Kevin Dukes Career and Innovation Academy, The Next Level Barber and Style, and the DeKalb County Technology Center.

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 February 25, 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:	**Northeast Alabama Community 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	$22,320	$22,320	$26,505	$26,505	$26,505	$26,505	$26,505	$177,165
EQUIPMENT	$36,020							$36,020
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION								$0
OTHER COSTS	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$8,750
TOTAL EXPENSES	$59,590	$23,570	$27,755	$27,755	$27,755	$27,755	$27,755	**$221,935**
***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**TOTAL**
TUITION + FEES	$24,024	$24,024	$29,484	$31,668	$32,760	$34,944	$38,220	$215,124
EXTERNAL FUNDING								
REALLOCATIONS	$35,556							$35,556
TOTAL REVENUES	$59,590	$24,024	$29,484	$31,668	$32,760	$34,944	$38,220	**$250,690**
ENROLLMENT PROJECTIONS ***Note: "New Enrollment Headcount" is defined as unduplicated counts across years.***								
	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**2033-34**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	8	9	10	10	11	12	**10.00**
PART-TIME ENROLLMENT HEADCOUNT		6	9	9	10	10	11	**9.17**
TOTAL ENROLLMENT HEADCOUNT		14	18	19	20	21	23	**19.17**
***NEW* ENROLLMENT HEADCOUNT**		6	9	10	10	10	12	**9.5**
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**	5	8	9	9	10	10	**8.5**

Attachment 2
Summary of Background Information

Northeast Alabama Community College
Associate of Applied Science and Certificate in Barbering

Role: The proposed program is within the instructional role for Northeast Alabama Community College (NEC). Nonetheless, the College must receive substantive change authorization from its institutional accreditor the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) due to the number of new courses being developed.

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. Evening scheduling will allow students to balance work, family, and education while developing the technical mastery and professional confidence needed to succeed in a high-demand field. 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. Apply core concepts of barbering theory-including hair structure, sanitation and infection control, Alabama state laws and regulations, and professional ethics, by accurately completing written assessments and scenario-based evaluations.
2. Apply safe and effective sanitation and infection control practices by maintaining a clean work environment, properly disinfecting tools and equipment, and adhering to state board-mandated health standards during all client services.
3. Perform precision haircutting and styling techniques on a variety of hair textures and styles, including length and shape modifications, using industry-standard tools with control and consistency.
4. Execute professional shaving and facial grooming services, including traditional razor work and beard/design shaping, while ensuring client comfort, safety, and adherence to best practices.
5. Implement chemical services competently, such as relaxers or texture treatments, by selecting appropriate products, following manufacturer instructions, and evaluating results to meet desired client outcomes.
6. Exhibit professional client communication and consultation skills, including conducting thorough client interviews, recommending suitable services, and managing client expectations with respect and clarity.
7. Demonstrate readiness for Alabama barber licensure examinations by synthesizing practical skills and theoretical knowledge to confidently complete state-exam-style written and hands-on performance tasks.

Administration: The program will be administered by the Dean, Barbara Kilgore; and the Workforce Development and Skills Training Department, Kristin Lacey, Chair.

Public Review: The revised program proposal was posted on the Commission website from April 2, 2026 to April 22, 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 Bevill 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 only standalone AAS in Barbering offered by an ACCS institution.

Relationship to Existing Coursework: This program will share resources with the College's existing AAS/CER in Salon and Spa Management (CIP 12.0412) but will not replace or duplicate any current offerings. Instead, it will provide an evening pathway for students who wish to focus exclusively on the hair-care components of Salon and Spa Management. The proposed program will expand access by serving non-traditional students, working adults, and traditional students who prefer to specialize solely in hair services, thereby complementing rather than competing with existing programs.

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 hybrid. All barbering classes will take place at the NEC Salon and Spa Institute at the Liberty Plaza off-campus instructional site. The program cannot be completed through distance education only.

Curriculum: Full-time students will be able to complete the program in four semesters and part-time students in six semesters. Students may transfer in a maximum of 33 credit hours to the program. NEC plans to develop 12 new courses to support the proposed program.

AAS Curriculum Overview of Proposed Program	
Credit hours required in **general education**	22
Credit hours required in **program courses**	38
Credit hours in **program electives/concentrations/tracks**	0
Credit hours in **free electives**	0
Credit hours in **required research/thesis**	4
Total Credit Hours Required for Completion	64

CER Curriculum Overview of Proposed Program	
Credit hours required in **general education**	6
Credit hours required in **program courses**	38
Credit hours in **program electives/concentrations/tracks**	0
Credit hours in **free electives**	0
Credit hours in **required research/thesis**	4
Total Credit Hours Required for Completion	48

The College's current Salon and Spa Management program gives students the opportunity to prepare for a multi-faceted career in cosmetology, esthetics, and/or massage therapy. In a dedicated Barbering program, students will be able to focus solely on hair cutting, styling, grooming, and coloring. The proposed program will complement the College's current program by appealing to students who do not want to learn about the wide range of cosmetology, esthetics, or massage therapy techniques. The College also plans to offer the program during the evening hours, which will appeal to non-traditional students or students who need flexible scheduling.

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). The College's Salon and Spa Management program awarded 66 AAS degrees, 71 certificates, and 45 short certificates over the last four years. Based on Lightcast data, there are 75 annual job postings in the area, including Jackson, DeKalb, and Marshall counties, with a 12.6% growth projection over the next year. 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: Projected student enrollment numbers were calculated using an estimated student headcount based on current enrollment in the Salon and Spa Management program. Currently, there are 446 individual enrollments, and the program's unduplicated headcount is 80 students. Due to space and equipment limitations, the courses are at maximum capacity during the daytime hours. By offering a Barbering program scheduled during the evening hours, the College will be able to attract a different population of potential students, including non-traditional students who work during the day.

Resources:

Personnel:

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

The College employs three full-time faculty who have Barbering licenses and two adjunct instructors who are available and credentialed to teach Barbering classes as needed. The program has budgeted for an additional part-time instructor to cover the new student load if the program grows quickly.

Equipment: NEC has budgeted $36,020 to cover the following equipment purchases: student desks and chairs (20 units); instructor desk and chair; whiteboard (6' x 4'); smart TV or projector with screen; storage cabinets for supplies; bookshelves for reference materials; barber chairs (10 units); styling stations with mirrors (10 units); shampoo units (2 units); towel warmers (2 units); sterilizers (UV or autoclave, 2 units); hair dryers (wall-mounted, 2 units); clippers (professional grade, 10 units); trimmers (10 units); straight razors (10 units); shears (10 units); combs & brushes (bulk); and neck strips & capes (bulk).

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

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

Other: The College has budgeted $1,250 annually to cover consumables needed for training including, shaving cream, aftershave, and hair products; towels; sanitizing solution; and clipper disinfectants and cleaning solution. Marketing expenses for the program will be covered by the existing Salon and Spa Management budget.

Program Budget: The proposal projects that $221,935 in new funds will be required to support the program in the first seven years. It is expected to generate $215,124 in tuition and fees over that same period and be supplemented with $35,556 in institutional funds in Year 1 reallocated from the Salon and Spa Management program.

Attachment 3

Northeast Alabama Community 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**		
ENG 101	English Comp I	3		
MTH Elective	BUS 271, MTH 100, MTH 103, MTH 110, MTH 112, MTH 113, MTH 116, MTH 120, MTH 125, MTH 126, MTH 227, MTH 231, MTH 237, MTH 238, or MTH 265	3		
SPH 107	FUND OF PUBLIC SPEAKING	3		
Fine Arts Elective	ART 100, 203, 204; MUS 101; PHL 206; REL 100, 151, 152; SPH 201, 202; THR 120 OR 126	3		
History, Social or Behavioral Sciences Elective	GEO 100; HIS 101,102,201,202; POL 211 PSY 200, 210; SOC 200, OR 210	3		
Science Elective	AST 220, BIO 103, 104, CHM 104, 105, 111, 112, PHS 111, 112, PHY 120, 202, 213, 214,	4		
CIS 146	Computer Applications	3		
Program Courses		**38**		
SAL 133	Salon Management Technology	3		
SAL 201	Entrepreneurship for Salon/Spa	3		
WKO 106	Workplace Skills	3		
BAR 110	Orientation to Barbering	3	Y	
BAR 120	Properties of Chemistry	3	Y	
BAR 122	Hair Color Chemistry	3	Y	
BAR 111	Intro to Barbering Lab	3	Y	
BAR183	Special Topics in Barbering	3	Y	
BAR 121	Chemical Hair Process	2	Y	
BAR 124	Hair Color Methodology	3	Y	
BAR 143	State Board Review	3	Y	
BAR 109	Bacteriology/Sanitation	3	Y	
BAR 187	Special Topics Barber	3	Y	
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	Y
BAR 141	Practicum II	2	Y	Y
Total Credit Hours Required for Completion:		**64**		

Certificate Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses		**6**		
ENG 101	English Comp I	3		
MTH Elective	BUS 271, MTH 100, MTH 103, MTH 110, MTH 112, MTH 113, MTH 116, MTH 120, MTH 125, MTH 126, MTH 227, MTH 231, MTH 237, MTH 238, or MTH 265	3		
Program Courses		**38**		
SAL 133	Salon Management Technology	3		
SAL 201	Entrepreneurship for Salon/Spa	3		
WKO 106	Workplace Skills	3		
BAR 110	Orientation to Barbering	3	Y	
BAR 120	Properties of Chemistry	3	Y	
BAR 122	Hair Color Chemistry	3	Y	
BAR 111	Intro to Barbering Lab	3	Y	
BAR183	Special Topics in Barbering	3	Y	
BAR 121	Chemical Hair Process	2	Y	
BAR 124	Hair Color Methodology	3	Y	
BAR 143	State Board Review	3	Y	
BAR 109	Bacteriology/Sanitation	3	Y	
BAR 187	Special Topics Barber	3	Y	
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	Y
BAR 141	Practicum II	2	Y	Y
Total Credit Hours Required for Completion:		**48**		

DECISION ITEM: A-13a

Wallace State Community College -- Hanceville, Associate of Applied Science and Certificate in Baking and Pastry (CIP 12.0501)

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) and Certificate (CER) in Baking and Pastry.

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

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2027-28 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).

2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).

3. That the existing AAS/CER in Culinary Arts will maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

4. That information regarding an overall assessment of the program 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 State Community College- Hanceville (WSH) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2033.

Background:

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

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

Staff recommendation for approval is based on the following rationale:

1. The AAS/CER in Baking and Pastry will prepare graduates for positions included on the 2024-25 Alabama In-Demand Occupations List, including bakers and chefs/head cooks.

2. The program will build upon WSH's existing AAS/CER in Culinary Arts (CIP 12.0503) by expanding baking and pastry content. Both programs will share faculty, courses, facilities, and lab space, minimizing start-up costs for the program.

3. The program proposal includes letters of support from two local restaurants 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 -- Hanceville proposal dated March 9, 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 State Community College -- Hanceville**							
PROGRAM NAME:	**Baking and Pastry**						**CIP CODE:**	**12.0501**
SELECT LEVEL:	**Associate of Applied Science and Certificate**							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**TOTAL**
FACULTY								$0
ADMINISTRATION/STAFF								$0
EQUIPMENT								$0
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION AND OTHER COSTS								$0
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	$121,937	$121,937	$155,664	$168,636	$194,580	$207,552	$233,496	$1,203,802
EXTERNAL FUNDING								$0
REALLOCATIONS								$0
TOTAL REVENUES	$121,937	$121,937	$155,664	$168,636	$194,580	$207,552	$233,496	**$1,203,802**
ENROLLMENT PROJECTIONS *Note: "New Enrollment Headcount" is defined as unduplicated counts across years.*								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	9	10	13	15	17	21	**14.2**
PART-TIME ENROLLMENT HEADCOUNT								**0.00**
TOTAL ENROLLMENT HEADCOUNT		9	10	13	15	17	21	**14.2**
***NEW* ENROLLMENT HEADCOUNT**		9	8	10	10	10	12	**9.83**
DEGREE COMPLETION PROJECTIONS *Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.*								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	**No data reporting**	7	7	8	8	8	13	**8.5**

Attachment 2
Summary of Background Information

Wallace State Community College- Hanceville
Associate of Applied Science and Certificate in Baking and Pastry

Role: The proposed program is within the instructional role for Wallace State Community College -- Hanceville (WSH).

Program Description: The proposed AAS/CER in Baking and Pastry will prepare students for immediate employment in the culinary and hospitality industries through specialized training in baking and pastry arts. Students will develop technical skills in breadmaking, pastries, cakes, confections, and plated desserts while mastering food safety, cost control, and production management. The program will emphasize hands on training, industry credentials, and work-based learning in state-of-the-art culinary facilities.

Student Learning Outcomes: Students in the Baking and Pastry program will focus on the following learning objectives:

1. Master fundamental baking techniques (breads, pastries, cakes, confections).
2. Demonstrate accurate measurements, formula conversions, and scaling.
3. Safely and effectively use professional baking equipment.
4. Execute advanced pastry skills, including specialty desserts and artistic presentation.
5. Apply sanitation, food safety, and quality standards consistently.
6. Manage pastry production in commercial settings.
7. Design and present visually refined plated desserts.

Administration: The program will be administered by the Dean, Jerry Murcks; and the Department of Culinary Arts, Aaron Nichols, Chair.

Public Review: The revised program proposal was posted on the Commission website from April 2, 2026 to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: Coastal Alabama Community College offers a standalone AAS/CER in Pastry Baking at CIP 12.0501. The following ACCS institutions offer related AAS/CER programs in Culinary Arts at CIP 12.0503: Bishop State Community College, Drake State Community College, Lawson State Community College, Shelton State Community College, and Trenholm State Community College.

Relationship to Existing Coursework: The program will build upon WSH's existing AAS/CER in Culinary Arts (CIP 12.0503) by expanding baking and pastry content. While the proposed program is intended to complement rather than compete with existing offerings, it may draw students away from Culinary Arts, and so an additional post-implementation condition has been added for the Culinary Arts program to maintain viability. Both programs will share faculty, courses, facilities, and lab space.

Collaboration: The proposal includes letters of support from local bakeries and restaurants that have offered to provide apprenticeship placements and other work-based learning opportunities, including 412 Public House and Jubilee Kitchen and Bar.

Programmatic Accreditation: The WSH's AAS/CER in Culinary Arts is accredited through the American Culinary Federation Education Foundation Inc. Accrediting Commission (ACFEF-AC). The College intends to extend its programmatic accreditation to include the new AAS/CER in Baking and Pastry, with application in Year 1, site visit by Year 3, and full accreditation expected by Year 5.

Professional Licensure: Alabama does not require license for entry-level employment in baking or culinary arts. The proposed program is therefore not considered a professional licensure program.

Professional Certification: Students will complete the ServSafe Certification while completing CUA 112 and may pursue American Culinary Foundation certifications on their own.

Admissions: Students must meet the admission requirements of the College.

Mode of Delivery: Coursework will be delivered in-person, including labs, in the Gateway STEM building on the main campus, with hybrid general education options. The program is not designed to be a fully distance education offering.

Curriculum: Full-time students will be able to complete the program in five semesters and part-time students in eight semesters. WSH plans to develop four new courses to support the proposed program.

AAS Curriculum Overview of Proposed Program	
Credit hours required in **general education**	17
Credit hours required in **program courses**	52
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	**69**

CER Curriculum Overview of Proposed Program	
Credit hours required in **general education**	7
Credit hours required in **program courses**	40
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	**47**

Work-Based Learning: Both AAS and CER students will complete CUA 122 Fundamentals of Quantity Cooking, which will require them to work in a WSH on-campus kitchen, serving the public during a fast paced and real-world environment. AAS students will also complete CUA 173 Culinary Arts Apprenticeship which will require students to work a specified number of hours within an approved facility to gain real life work experience.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations: Bakers (SOC 51-3011, included on the 2024-25 Alabama and Region 1 Demand Occupations List); and Chefs and Head Cooks (SOC 35-1011, included on the 2024-25 Alabama Demand Occupations List). According to the Alabama Demand Occupations list, 2022 employment for bakers was 2,030 with 325 average annual openings; and 540 and 75 respectively for Chefs and Head Cooks. Regional employers report shortages of skilled bakers and pastry chefs. This program is designed to align with Alabama's Workforce Development and hospitality growth sectors. The program proposal included letters of support from two local businesses (412 Public House and Jubilee Kitchen and Bar), attesting to the need for a baking and pastry program in the Cullman area.

Student Demand: The culinary program at WSH currently maintains strong enrollments and 100% job placement for graduates. Existing baking courses (Foundations/Advanced Baking) consistently reach capacity.

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

The College has sufficient coverage for the proposed program with existing Culinary Arts faculty.

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

Accreditation: WSH indicates that programmatic accreditation costs of approximately $5,000 will be covered through the current budget for the Culinary Arts program.

Program Budget: The proposal projects that no new funds will be required to support the program in the first seven years. It is expected to generate $1,203,802 in tuition and fees over that same period.

Attachment 3

Wallace State Community College- Hanceville
Associate of Applied Science and Certificate in Baking and Pastry

AAS Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses		**17**		
Art 100	Art Appreciation	3		
BIO 103	Principles of Biology I	4		
ENG 101	English Composition I	3		
MTH 116	Mathematical Applications	3		
PSY 200	General Psychology	3		
ORI 110	Freshman Seminar	1		
Program Courses		**52**		
CUA 112	Sanitation, Safety, and Food Service	2		
CUA 125	Food Preparation	5		
CUA 204	Foundations of Baking	3		
CUA 115	Advanced Food Preparation	3		
CUA 122	Fundamentals of Quantity Cooking	3		Y
CUA 208	Advanced Baking	3		
CUA 101	Orientation to the Hospitality Profession	3		
CUA 111	Foundations in Nutrition	3		
CUA 213	Food Purchasing and Cost Control	3		
CUA 262	Restaurant Management and Supervision	3		
CUA 142	Specialty Breads	3		
CUA 165	Cake Decorating and Design	3	Y	
PAS 173	Pastries 1	3	Y	
HMM 105	Principles of Hospitality	3		
CUA 130	Chocolate and Truffles	3	Y	
CUA 216	Plated Dessert Design	3	Y	
CUA 173	Culinary Arts Apprenticeship	3		Y
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:	**69**		

CER Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses		**7**		
ENG 101	English Composition I	3		
MTH 116	Mathematical Applications	3		
ORI 110	Freshman Seminar	1		
Program Courses		**40**		
CUA 112	Sanitation, Safety, and Food Service	2		
CUA 125	Food Preparation	5		
CUA 204	Foundations of Baking	3		
CUA 115	Advanced Food Preparation	3		
CUA 122	Fundamentals of Quantity Cooking	3		Y
CUA 208	Advanced Baking	3		
CUA 101	Orientation to the Hospitality Profession	3		
CUA 111	Foundations in Nutrition	3		
CUA 213	Food Purchasing and Cost Control	3		
CUA 262	Restaurant Management and Supervision	3		
CUA 142	Specialty Breads	3		
CUA 165	Cake Decorating and Design	3	Y	
HMM 105	Principles of Hospitality	3		
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:	**47**		

DECISION ITEM: A-13b — Wallace State Community College -- Hanceville, Associate of Applied Science in Facility Maintenance Technology (CIP 46.0401)

Staff Presenter: Ms. Kristan White
Academic Program Analyst

Staff Recommendation: That the Commission approve the proposed Associate of Applied Science (AAS) in Facility Maintenance Technology.

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

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2027-28 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).

2. That the annual average number of graduates for the period 2027-28 through 2032-33 (six-year average) will be at least 7.5, based on the adopted graduation rates as stated in the Code of Alabama 16-5-8 (a)(2).

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

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

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

Staff recommendation for approval is based on the following rationale:

1. The proposed AAS in Facility Maintenance Technology will prepare graduates for employment in positions included on the 2024-25 Alabama Demand Occupations List, including maintenance and repair workers and industrial machinery mechanics.

2. The proposed AAS integrates coursework from existing programs in HVAC/R Maintenance (CIP 47.0201) and Industrial Electronics Technology (CIP 15.0406) and leverage shared faculty, facilities, labs, and equipment. As a result, minimal resources are needed to launch the program.

3. The program proposal includes letters of support attesting to the need for the program, including from Mazda Toyota Manufacturing and Y-TEC Keylex Toyotetsu Alabama.

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 -- Hanceville proposal dated March 9, 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 State Community College -- Hanceville**							
PROGRAM NAME:	**Facility Maintenance Technology**						**CIP CODE:**	**46.0401**
SELECT LEVEL:	**Associate of Applied Science**							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**TOTAL**
FACULTY								$0
ADMINISTRATION/STAFF								$0
EQUIPMENT								$0
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION AND OTHER COSTS								$0
TOTAL EXPENSES	$0	$0	$0	$0	$0	$0	$0	**$0**
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**TOTAL**
TUITION + FEES	$110,970	$110,970	$147,960	$184,950	$203,445	$215,775	$215,775	$1,189,845
EXTERNAL FUNDING								
REALLOCATIONS								
TOTAL REVENUES	$110,970	$110,970	$147,960	$184,950	$203,445	$215,775	$215,775	**$1,189,845**
ENROLLMENT PROJECTIONS ***Note: "New Enrollment Headcount" is defined as unduplicated counts across years.***								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
FULL-TIME ENROLLMENT HEADCOUNT	**No data reporting**	9	12	15	16	17	17	**14.3**
PART-TIME ENROLLMENT HEADCOUNT								**0.00**
TOTAL ENROLLMENT HEADCOUNT		9	12	15	16	17	17	**14.3**
***NEW* ENROLLMENT HEADCOUNT**		9	8	10	10	10	10	**9.50**
DEGREE COMPLETION PROJECTIONS ***Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.***								
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	**No data reporting**	5	7	9	9	10	13	**8.8**

Attachment 2
Summary of Background Information

Wallace State Community College- Hanceville
Associate of Applied Science in Facility Maintenance Technology

Role: The proposed program is within the instructional role for Wallace State Community College-Hanceville (WSH).

Program Description: The proposed AAS in Facility Maintenance Technology will prepare students for employment as multi-skilled technicians responsible for maintaining, troubleshooting, installing, and repairing systems in industrial, commercial, and institutional facilities. The curriculum will integrate electrical, HVAC/R, mechanical, and automation coursework with safety and communication skills to produce job-ready graduates aligned with Alabama's in-demand occupations.

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

1. Demonstrate foundational knowledge of electrical, HVAC, mechanical, and automation systems used in facility maintenance.
2. Apply troubleshooting and diagnostic techniques to install, maintain, repair, and improve facility systems.
3. Safely utilize tools, equipment, and technology aligned with industry standards.
4. Communicate effectively, both verbally and in writing, in technical and professional environments.
5. Interpret technical drawings, schematics, and manuals to perform maintenance and repair tasks.
6. Apply industry-recognized safety practices including OSHA and EPA compliance.
7. Demonstrate readiness for employment in facility and industrial maintenance settings.

Administration: The program will be administered by Jerry Murcks, Dean; and the Department of Robotics and Automation Technology, Ethan Hallmark, Chair.

Public Review: The revised program proposal was posted on the Commission website from April 2, 2026 to April 22, 2026 (twenty days) for public review and comments. No comments were received.

Similar Programs: Gadsden State Community College and Northwest-Shoals Community College offer related Short-Term Certificates (STCs) in Building Maintenance at CIP 46.0401. Other colleges offer related STCs at different CIPs: Lawson State Community College, STC in Facilities Technician (CIP 46.0499); Northeast Alabama Community College, STC in Building Construction with emphasis in Building Maintenance (CIP 46.0415). There are currently no standalone AAS programs offered.

Relationship to Existing Coursework: The proposed program will complement WSH’s existing programs in HVAC/R Maintenance (CIP 47.0201) and Industrial Electronics Technology (CIP 15.0406) and leverage shared faculty, facilities, labs, and equipment. The program will provide an additional pathway for students who wish to expand their skill sets into more integrated, technology-driven areas. Instead of drawing students away from current programs, is designed to create a natural progression and specialization opportunity for those already enrolled, while also attracting a new population of students interested in innovative and evolving industry fields.

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

Admissions: Students must meet the admission requirements of the College.

Professional Certification: Students will earn the OSHA 10 Certification as part of the program.

Professional Licensure: No professional licensure is required for entry-level employment in facilities maintenance. Graduates will need additional training to become licensed in a specific trade, such as HVAC/R Technician or Electrician.

Mode of Delivery: Coursework for the program will be delivered through a combination of face-to-face on the main campus of Wallace State Community College at Hanceville and hybrid modalities. The program cannot be completed entirely through distance education.

Curriculum: Full-time students will be able to complete the program in five semesters and part-time students in eight. The curriculum will consist of courses already being taught at the College.

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	16
Credit hours required in **program courses & required electives**	51
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	67

Industry Need: The proposed program is designed to prepare graduates for employment in the following positions that are included on the 2024-25 Alabama Demand Occupations List: Maintenance and Repair Workers, General (SOC 49-9071); and Industrial Machinery Mechanics (SOC 49-9041). The program will help fulfill Alabama's demand for skilled workers in facility and industrial maintenance across manufacturing, healthcare, logistics, and education sectors. According to the Alabama Demand Occupations List, 2022 employment for maintenance and repair workers was 17,390, with 1,735 average annual openings. Industrial machinery mechanics showed similar demand, with 16,070 positions and 1,785 projected annual openings. The proposal included two letters of support from regional industry partners attesting to the need for additional qualified employees, including Mazda Toyota Manufacturing and Y-TEC Keylex Toyotetsu Alabama.

Student Demand: To demonstrate student demand, the College conducted a survey of existing technology students. When asked “Would you be interested in earning a cross-degree or additional credential in Facility Maintenance?” 71% of respondents indicated ‘Yes’. When asked “Would you like to receive more information if this program moves forward?” 77% of respondents indicated ‘Yes’. When asked “How likely are you to enroll if this cross-degree becomes available?” 63% indicated they were ‘Very Likely’ or ‘Somewhat Likely.’ In addition, strong enrollment in related HVAC/R, Industrial Electronics, and Automation courses points to healthy demand.

Resources:

Personnel:

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

The proposed program will be led by WSH's Mechatronics Department, which also oversees the Industrial Electronics program, and will supply three total full-time instructors. Additional support will be provided by the HVAC/R program, including one full-time instructor and a part-time lab assistant. Administrative oversight will include the Dean, one full-time administrator, and a department secretary.

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 no new funds will be required to support the program in the first seven years. It is expected to generate $1,189,845 in tuition and fees over that same period.

Attachment 3

Wallace State Community College- Hanceville
Associate of Applied Science in Facility Maintenance Technology

Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses		**16**		
HIS 101	Western Civilization I	3		
HUM 101	Introduction to Humanities	3		
MTH 116	Mathematical Applications	3		
ENG 101	English Composition I	3		
CIS 149	Digital Literacy	3		
ORI 110	Freshman Seminar	1		
Program Courses and Required Electives		**51**		
ILT 160	DC Fundamentals	3		
ILT 161	AC Fundamentals	3		
ELT 104	Distribution System	3		
ILT 166	Motors and Transformers I	3		
ENT 110	Wiring Methods	3		
ILT 197	Motor Controls I	3		
AUT 186	Industrial Maintenance Welding & Metal Cutting Techniques	3		
ILT 194	Introduction to PLCs	3		
ILT 175	Computer Fundamentals for Technology Students	3		
ACR 147	Refrigerant Recovery & Transition Theory	3		
ILT 240	Sensors Technology and Applications	3		
ILT 169	Hydraulics/Pneumatics	3		
ILT 195	Troubleshooting Techniques I	3		
ILT 196	Advanced PLCs	3		
ACR 112	Service Procedures	3		
ACR 113	Refrigeration Piping Practices	3		
AUT 138	Principles of Industrial Mechanics	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:		**67**		

INFORMATION ITEM: B-1 — Implementation of For-Credit Non-Degree Certificate Programs

Staff Presenter: Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation: For information only.

Background: According to the Commission's Administrative Code, Rule §300-2-1.06 ("Reasonable Extensions and Alterations of Existing Programs of Instruction"), for-credit non-degree certificates fall under the Commission's responsibility to consider reasonable extensions and alterations of existing programs of study, since it is assumed that institutions will develop and deliver new for-credit non-degree programs using existing personnel, equipment, facilities, and other resources. Furthermore, review of new for-credit non-degree program offerings is necessary to ensure that the Commission maintains an accurate and comprehensive list of program offerings in its Academic Program Inventory.

Commission regulations state that institutions must notify the Commission before delivering instruction for new for-credit non-degree certificates, though institutions may begin advertising new non-degree programs once notification has been received by ACHE staff. In accordance with these regulations, the following institutions have sent notifications regarding the development of new non-degree programs indicated, with further details in the attached summary:

Four-Year Institutions

Athens State University

- Mini-Certificate, AI-Enhanced Experiential Learning Micro-Credential (CIP 24.0101, Level 1a)

Auburn University

- Post-Baccalaureate Certificate in Biomaterials, Biomanufacturing, and Biomedical Engineering (CIP 14.0501, Level 6)
- Post-Baccalaureate Certificate in Computational Biomedical Engineering (CIP 14.0501, Level 6)

Auburn University at Montgomery

- Short-Term Certificate in Investigative Forensic Sciences (CIP 43.0406, Level 1b)

Troy University

- Post-Baccalaureate Certificate in Music Pedagogy (CIP 13.1312, Level 6)
- Short-Term Certificate in Advanced Spanish and Cultural Immersion (CIP 16.0905, Level 1b)

- Short-Term Certificate in Spanish Language Foundations (CIP 16.0905, Level 1b)

The University of Alabama

- Post-Baccalaureate Certificate in Autism (CIP 13.1001, Level 6)
- Short-Term Certificate in Paralympic Sports (CIP 13.1314, Level 1b)
- Post-Baccalaureate Certificate in Clinical and Behavioral Health (CIP 44.0701, Level 6)
- Post-Baccalaureate Certificate in Child Welfare (CIP 44.0702, Level 6)
- Post-Baccalaureate Certificate in Policy and Advocacy (CIP 44.0799, Level 6)
- Post-Baccalaureate Certificate in Substance Use and Addiction (CIP 51.1501, Level 6)

University of Alabama at Birmingham

- Short-Term Certificate in Translation of Biomedical Innovation to Clinical Practice (CIP 14.0501, Level 1b)

University of Alabama in Huntsville

- Post-Baccalaureate Certificate in Cloud Solutions (CIP 11.0902, Level 6)

University of North Alabama

- Short-Term Certificate, AI in Education Micro-Credential (CIP 13.0501, Level 1b)

Two-Year Institutions

Jefferson State Community College

- Short-Term Certificate in Office Administration (CIP 52.0401, Level 1b)

Lurleen B. Wallace Community College

- Short-Term Certificate in Administrative Medical Office Specialist (CIP 51.0710, Level 1b)

Northeast Alabama Community College

- Short-Term Certificate in Artificial Intelligence (CIP 11.0102, Level 1b)
- Short-Term Certificate in Computer Programming (CIP 11.0201, Level 1b)
- Short-Term Certificate in Cyber Defense (CIP 11.1003, Level 1b)

- Short-Term Certificate in Cyber Offense
  (CIP 11.1003, Level 1b)

Trenholm State Community College

- Short-Term Certificate in Industrial Fundamentals
  (CIP 15.0612, Level 1b)

Wallace State Community College -- Dothan

- Short-Term Certificate in Millwright Technician
  (CIP 47.0303, Level 1b)

Wallace State Community College -- Hanceville

- Short-Term Certificate in Baking and Pastry
  (CIP 12.0501, Level 1b)

Supporting Documentation:

1. Summary of New For-Credit Non-Degree Certificate Programs, attached.
2. "Reasonable Extensions and Alterations of Existing Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.
3. Written unpublished documentation provided by the institutions. Available upon request.

Attachment 1

Summary of New For-Credit Non-Degree Certificate Programs

FOUR-YEAR INSTITUTIONS

ATHENS STATE UNIVERSITY

Mini-Certificate, AI-Enhanced Experiential Learning Micro-Credential (CIP 24.0101, Level 1a)

Offered by the Department of Math, Computer and Applied Sciences within the College of Arts and Sciences, the AI-Enhanced Experiential Learning Micro-credential prepares students to develop foundational artificial intelligence competencies through interdisciplinary, experiential learning. The program emphasizes breadth of study across the arts, sciences, social sciences, and humanities, while promoting practical application. Through a structured, scaffolded learning experience, students build AI literacy; apply prompt engineering and AI tools to support academic work, career development, research, and leadership; critically evaluate AI-generated content; and engage in ethical and responsible AI practices, including data privacy and academic integrity. Students participate in applied projects, collaborate with institutional and community partners, and reflect on their personal and professional growth. Upon completion, students leverage AI technologies to enhance productivity, support informed decision-making, and contribute effectively within professional and community settings. The proposed delivery format is 100% online. This certificate requires 8 credit hours.

AUBURN UNIVERSITY

Post-Baccalaureate Certificate in Biomaterials, Biomanufacturing, and Biomedical Engineering (CIP 14.0501, Level 6)

Offered by the Department of Chemical Engineering within the Samuel Ginn College of Engineering, the Post-Baccalaureate Certificate in Biomaterials, Biomanufacturing, and Biomedical Engineering prepares students to apply mathematical and scientific principles to the design, development, and operational evaluation of biomedical and health systems and products, including integrated biomedical systems, instrumentation, medical information systems, artificial organs and prostheses, and health management and care delivery systems. The program supports workforce development and continuing education needs in biotechnology, biomanufacturing, and pharmaceutical industries by providing graduate-level training in specialized areas such as biomaterials, cell and tissue biomanufacturing, protein engineering, biochemical assays, drug delivery, medical devices, biomechanics, and human physiology. Through a structured curriculum, students build a strong foundation in engineering fundamentals while developing competencies in manufacturability considerations, including reproducibility, scalability, cost efficiency, and regulatory requirements. The certificate requires completion of two core courses and two elective courses, allowing students flexibility to tailor their studies to align with individual educational and career goals. Upon completion, students are prepared to contribute to the advancement of biomedical technologies, systems, and processes across a range of healthcare and industry settings. The program will be delivered in-person and online. The certificate requires 12 credit hours.

Post-Baccalaureate Certificate in Computational Biomedical Engineering (CIP 14.0501, Level 6)

Offered by the Department of Chemical Engineering within the Samuel Ginn College of Engineering, the Graduate Certificate in Computational Biomedical Engineering prepares students to apply computational and engineering principles to biomedical and health-related challenges. The program provides graduate-level training in programming, data visualization, statistics, numerical methods, and machine learning using real-world healthcare datasets. With a flexible curriculum of one required course and three electives, students build interdisciplinary expertise bridging biology, engineering, and computational sciences. Upon completion, students are prepared for roles in biotechnology, bioinformatics, and related industries. This program will be delivered in multiple formats, including in-person and online. The certificate requires 12 credit hours.

AUBURN UNIVERSITY AT MONTGOMERY

Short-Term Certificate in Investigative Forensic Sciences (CIP 43.0406, Level 1b)

Offered by the Department of Biology and Environmental Sciences within the College of Sciences, the Short-Term Certificate in Investigative Forensic Sciences integrates principles from biology, chemistry, anthropology, and criminal justice to prepare students for forensic investigation and analysis. The program emphasizes the application of scientific methods to crime scene investigation, evidence collection and preservation, and laboratory analysis within the context of the legal system. Through hands-on laboratory training and case-based learning, students develop skills in applying investigative techniques, such as DNA analysis, toxicology, fingerprinting, and trace evidence examination. Students learn to document and maintain chain of custody, critically evaluate forensic evidence, and communicate findings clearly in written reports and oral presentations, including in legal settings. The curriculum also addresses ethical and legal considerations, including courtroom procedures and professional standards. Upon completion, students are prepared for entry-level positions or continued study in forensic science, law enforcement, crime laboratories, and related fields. This program will be delivered in multiple formats, including in-person and online. The certificate requires minimum of 17 credit hours.

TROY UNIVERSITY

Post-Baccalaureate Certificate in Music Pedagogy (CIP 13.1312, Level 6)

Offered by the School of Music within the College of Arts and Humanities, the Post-Baccalaureate Certificate in Music Pedagogy prepares individuals to teach music and music appreciation across a variety of educational settings. This non-degree program enhances instructional skills and supports professional development for individuals seeking to strengthen their expertise in music pedagogy. The curriculum emphasizes best practices in music teaching and learning, drawing from established music education coursework while allowing flexibility to meet the needs of diverse learners. The program serves individuals without formal certification seeking advanced skill development, experienced educators pursuing certification renewal or professional growth, and those preparing for National Board Certification or future graduate study. Upon completion, students demonstrate effective instructional strategies, strengthened pedagogical knowledge, and the ability to design and deliver music education in educational and community contexts. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

Short-Term Certificate in Advanced Spanish and Cultural Immersion (CIP 16.0905, Level 1b)

Offered by the Department of World Languages and Cultures within the School of Arts and Humanities, the Short-Term Certificate in Advanced Spanish and Cultural Immersion prepares students to develop advanced Spanish language proficiency and cultural competence for use in academic, professional, and intercultural settings. The certificate emphasizes upper-division coursework in Spanish, including advanced study in speaking, writing, reading, and analysis, as well as exposure to regional dialects and applied language use in fields such as business and technology. The program requires completion of advanced Spanish coursework, including at least one 4000-level Spanish course, and an approved cultural immersion experience, such as study abroad or an equivalent academic experience. Through immersive and experiential learning, students strengthen their ability to communicate effectively and appropriately in diverse cultural contexts. Upon completion, students demonstrate advanced Spanish proficiency, cultural literacy, and the ability to apply language skills in globally engaged environments, preparing them for graduate study and careers requiring advanced communication in Spanish. This program will be delivered in multiple formats, including in-person and online. The certificate requires 21 credit hours.

Short-Term Certificate in Spanish Language Foundations (CIP 16.0905, Level 1b)

Offered by the Department of World Languages and Cultures within the School of Arts and Humanities, the Short-Term Certificate in Spanish Language Foundations prepares students to develop foundational Spanish language skills and cultural awareness for use in academic, professional, and community settings. The certificate provides structured instruction in listening, speaking, reading, and writing, along

with an introduction to Spanish-speaking cultures and regional language variations. Emphasis is placed on real-world communication and practical language use applicable to a variety of disciplines, including business and technology. The program is designed for students from all majors and may be completed through flexible instructional formats, including on campus, online, or hybrid delivery. Upon completion, students demonstrate basic Spanish proficiency, increased cultural awareness, and the ability to apply foundational language skills in entry-level professional, service-oriented, and community-based environments. This program will be delivered in multiple formats, including in-person and online. The certificate requires 21 credit hours.

THE UNIVERSITY OF ALABAMA

Post-Baccalaureate Certificate in Autism (CIP 13.1001, Level 6)

Offered by the Department of Special Education within the College of Education, the Post-Baccalaureate Certificate in Autism prepares individuals to support children and adults with autism spectrum disorder (ASD) in educational and related service settings. The program focuses on the design and delivery of instructional and support services for individuals with diverse learning needs. Instruction includes assessment and identification of learning disabilities, development and implementation of individualized education plans, evidence-based instructional strategies, behavior management, and applicable laws and policies in special education. Students develop an understanding of ASD characteristics, coexisting conditions, and effective interventions to improve learning and developmental outcomes. The program emphasizes collaboration with families, educators, and interdisciplinary teams. This certificate is designed to enhance professional practice and support advanced preparation in special education and related fields. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

Short-Term Certificate in Paralympic Sports (CIP 13.1314, Level 1b)

Offered by the Department of Kinesiology within the College of Education, the Short-Term Certificate in Paralympic Sports prepares students to support, instruct, and coach individuals with disabilities in adaptive and Paralympic sport settings. The program provides focused instruction in adaptive physical education, inclusive coaching strategies, sport classification systems, and the physiological and social aspects of disability in sport. Students develop foundational knowledge and practical skills to design and implement safe, effective, and inclusive physical activity programs across school, community, and competitive environments. Upon completion, students demonstrate the ability to apply adaptive coaching techniques, promote inclusive participation, and support athlete development within Paralympic and disability sport contexts. The proposed delivery format is 100% in-person. This certificate requires 13 credit hours.

Post-Baccalaureate Certificate in Clinical and Behavioral Health (CIP 44.0701, Level 6)

Offered within the School of Social Work, the Post-Baccalaureate Certificate in Clinical and Behavioral Health prepares individuals for advanced professional practice in social work, counseling, and behavioral health settings. The program provides focused instruction in social welfare policy, clinical assessment, casework planning, and evidence-based intervention strategies, along with administrative procedures and regulatory frameworks relevant to behavioral health services. Emphasis is placed on serving vulnerable individuals and populations across settings such as child welfare, family services, probation, employment services, and disability counseling. Through applied learning experiences, students develop specialized knowledge and skills in clinical assessment, diagnosis, and intervention. The program enhances students' capacity for advanced practice in clinical social work, integrated healthcare, and behavioral health environments, while fostering critical, independent, and analytical thinking. Designed for both degree-seeking MSW students and non-degree seeking professionals, the certificate prepares graduates to support improved access, quality, and outcomes in behavioral health services. This program will be delivered in multiple formats, including in-person and online. The certificate requires 21 credit hours.

Post-Baccalaureate Certificate in Child Welfare (CIP 44.0702, Level 6)

Offered within the School of Social Work, the Post-Baccalaureate Certificate in Child Welfare prepares individuals for professional practice in child welfare and related social service settings. The program provides specialized study in the planning, administration, and delivery of services for children, youth, and families, with an emphasis on evidence-based and trauma-informed practices. Coursework includes child development and psychology, family studies, social work practice, social services administration, juvenile and family law, counseling, case management, and professional ethics. Students develop competencies in assessment, intervention, case planning, and permanency strategies, as well as an understanding of applicable policies, procedures, and regulatory frameworks. The certificate is designed to support both degree-seeking and non-degree-seeking students and prepares graduates for roles in public and private child welfare agencies and related human services organizations. This program will be delivered in multiple formats, including in-person and online. The certificate requires 12 credit hours.

Post-Baccalaureate Certificate in Policy and Advocacy (CIP 44.0799, Level 6)

Offered within the School of Social Work, the Post-Baccalaureate Certificate in Policy and Advocacy provides focused study in social policy, legislative advocacy, and human services systems. The program prepares individuals to analyze, develop, and evaluate public policies and programs affecting diverse populations at the local, state, and national levels. Instruction includes human services policy, social services law and administration, program planning and evaluation, and principles of social service delivery, with emphasis on the application of social science and psychological principles. Students develop competencies in policy analysis, legislative processes, community engagement, and advocacy strategies. The certificate is designed for both degree-seeking and non-degree-seeking students and prepares graduates for roles in public and private human services agencies, nonprofit organizations, and governmental entities. This program will be delivered in multiple formats, including in-person and online. The certificate requires 12 credit hours.

Post-Baccalaureate Certificate in Substance Use and Addiction (CIP 51.1501, Level 6)

Offered by the Department of Human Development and Family Studies within the College of Human Environmental Sciences, the Post-Baccalaureate Certificate in Substance Use and Addiction prepares individuals to prevent substance misuse and provides counseling, intervention, and support services for individuals and families affected by addiction. The program provides specialized study in the psychology and sociology of addiction, substance use identification, treatment modalities, prevention strategies, and the pharmacological and behavioral aspects of abused substances. Instruction includes individual and group counseling, crisis intervention, patient education, treatment evaluation, group dynamics, and applicable laws, regulations, and professional ethics. Emphasis is placed on developing competencies to address complex issues such as co-occurring disorders and barriers to service delivery within diverse populations. The certificate is designed to enhance knowledge and applied skills in this specialty area and prepares students for a range of professional roles in counseling, social work, and related human services fields. This program will be delivered in multiple formats, including in-person and online. The certificate requires 6 credit hours

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UNIVERSITY OF ALABAMA AT BIRMINGHAM

Short-Term Certificate in Translation of Biomedical Innovation to Clinical Practice (CIP 14.0501, Level 1b)

Offered by the Department of Biomedical Engineering within the School of Engineering in partnership with the Heersink School of Medicine, the Short-Term Certificate in Translation of Biomedical Innovation to Clinical Practice prepares individuals to apply engineering and scientific principles to the design, development, and evaluation of biomedical technologies and healthcare systems. The program provides foundational knowledge in translating scientific discoveries into clinical applications, including product design, regulatory processes, and commercialization. Students gain an understanding of key concepts such as intellectual property, value proposition, and regulatory strategy, including requirements established by the U.S. Food and Drug Administration. Coursework introduces areas such as biomedical

device design, tissue engineering, pharmacogenomics, precision medicine, gene editing, and wearable health technologies. The proposed delivery format is 100% in-person. This certificate requires 15 credit hours.

UNIVERSITY OF ALABAMA IN HUNTSVILLE

Post-Baccalaureate Certificate in Cloud Solutions (CIP 11.0902, Level 6)

Offered by the Department of Information Systems within the College of Business, the Post-Baccalaureate Certificate in Cloud Solutions prepares individuals to design and implement enterprise software systems that rely on distributed computing and service-oriented architecture, including databases, web services, cloud computing, and mobile applications. The program provides instruction in data management, distributed and cloud computing, enterprise software architecture, cloud security, mobile systems, server administration, and web development. The certificate offers graduate-level preparation in cloud computing, cloud architecture, analytics, and AI-driven problem-solving. Students develop skills in systems analysis, cloud infrastructure design, data integration, and the application of cloud-based solutions to support organizational needs. The program emphasizes practical and theoretical knowledge required to design, deploy, and manage scalable and secure cloud environments and is intended for individuals seeking to enhance technical competencies or transition into cloud-focused roles. This program will be delivered in multiple formats, including in-person and online. The certificate requires 15 credit hours.

UNIVERSITY OF NORTH ALABAMA

Short-Term Certificate, AI in Education Micro-Credential (CIP 13.0501, Level 1b)

Offered by the Department of Teaching, Learning, and Leadership within the Spencer College of Education and Human Sciences, the AI in Education Micro-credential provides a structured pathway that equips students with foundational and advanced competencies in instructional design, technology integration, and artificial intelligence applications in educational settings. The program integrates coursework in instructional technology, digital literacy, and pedagogical practice to develop skills in evaluating and applying AI tools for teaching, learning, and assessment. Emphasis is placed on ethical decision-making, data-informed instruction, and the effective use of emerging technologies. Students engage in topics such as educational technology foundations, computer applications, technology-enhanced assessment, multimedia and web-based instruction, distance learning, and the design of digital instructional materials. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

TWO-YEAR INSTITUTIONS

JEFFERSON STATE COMMUNITY COLLEGE (JSC)

Short-Term Certificate in Office Administration (CIP 52.0401, Level 1b)

The Short-Term Certificate in Office Administration prepares individuals for entry-level administrative support roles in a variety of professional settings. The program provides instruction in business communications, basic business law, word processing, data entry, office technology, office procedures, public relations, secretarial accounting, records management, and report preparation. The curriculum emphasizes the development of technical proficiency in commonly used office software applications, including word processing, spreadsheets, presentations, and email platforms, aligned with industry standards. Students gain practical, workforce-relevant skills that support efficiency, organization, and effective communication in modern office environments. This short-term, stackable certificate is designed to support immediate employment while also providing a foundation for career advancement and continued study within Office Administration Technology or related programs. The proposed delivery format is 100% online. This certificate requires 18 credit hours.

LURLEEN B. WALLACE OMMUNITY COLLEGE (LBW)

Short-Term Certificate in Administrative Medical Office Specialist (CIP 51.0710, Level 1b)

The Short-Term Certificate in Administrative Medical Office Specialist prepares individuals for administrative support roles in medical, clinical, and healthcare office environments. Instruction includes general office procedures, data processing, office technology, medical records management, healthcare regulations, medical office operations, and professional communication. The program develops the skills necessary to perform routine administrative duties under the supervision of office managers and healthcare professionals in a variety of healthcare settings. This stackable certificate is built upon the Medical Office Administration Short-Term Certificate and supports continued academic progression within the program while preparing students for entry-level employment in medical office settings. This program will be delivered in multiple formats, including in-person and online. The certificate requires 27 credit hours.

NORTHEAST ALABAMA COMMUNITY COLLEGE (NEC)

Short-Term Certificate in Artificial Intelligence (CIP 11.0102, Level 1b)

The Short-Term Certificate in Artificial Intelligence prepares individuals for entry-level roles involving the use of data, automation, and intelligent systems across a variety of industries. The program focuses on the principles of artificial intelligence, including symbolic reasoning, data-driven decision making, and the simulation of human learning and problem-solving processes through computer systems. Instruction includes computer applications, programming, artificial intelligence concepts, data analytics, and elements of computing theory such as natural language processing and human-computer interaction. Students develop foundational skills in designing, implementing, and applying intelligent systems to support organizational and technological needs. This certificate is designed to support immediate workforce entry while also serving as a stackable credential that provides a pathway for continued study in Computer Information Systems or related computing programs. This program will be delivered in multiple formats, including in-person and online. The certificate requires 12 credit hours.

Short-Term Certificate in Computer Programming (CIP 11.0201, Level 1b)

The Short-Term Certificate in Computer Programming prepares individuals for entry-level roles in programming and software development across a variety of industries. The program focuses on the design, development, implementation, and maintenance of software applications used to support

operating systems and organizational needs. Instruction includes programming logic, problem solving, software design, and the use of low- and high-level programming languages. Students gain experience in program development, customization, testing, troubleshooting, and the integration of software within operating systems and network environments. This certificate develops foundational skills applicable to application development, web development, and software support. It is designed to support immediate workforce entry while also serving as a stackable credential that provides a pathway for continued study in Computer Information Systems or related programs. This program will be delivered in multiple formats, including in-person and online. The certificate requires 15 credit hours.

Short-Term Certificate in Cyber Defense (CIP 11.1003, Level 1b)

The Short-Term Certificate in Cyber Defense prepares individuals for entry-level roles in cybersecurity and information technology focused on the protection and defense of computer systems and networks. The program emphasizes the principles of cybersecurity strategy, policy, and standards related to secure operations in cyberspace. Instruction includes system security, information assurance, network security, digital forensics, incident response, vulnerability reduction, and recovery practices. Students develop the skills needed to identify threats, protect information assets, and support the resilience and integrity of organizational systems. This certificate is designed to support immediate workforce entry while also serving as a stackable credential that provides a pathway for continued study in Computer Information Systems and related cybersecurity programs. This program will be delivered in multiple formats, including in-person and online. The certificate requires 12 credit hours.

Short-Term Certificate in Cyber Offense (CIP 11.1003, Level 1b)

Short-Term Certificate in Cyber Offense prepares students for entry-level roles in cybersecurity and information technology focused on the protection, testing, and analysis of computer systems and networks. The program provides foundational instruction in cybersecurity principles, networking, programming, systems analysis, cryptography, and security operations. Emphasis is placed on security analysis, penetration testing concepts, ethical hacking, risk assessment, troubleshooting, and the identification of vulnerabilities within computer and network environments. Students develop practical skills related to security auditing, user access management, contingency planning, and the application of cybersecurity laws and regulations. Upon completion, students are prepared to support organizational cybersecurity efforts through defensive and analytical security practices. This program will be delivered in multiple formats, including in-person and online. The certificate requires 12 credit hours.

TRENHOLM STATE COMMUNITY COLLEGE (TRE)

Short-Term Certificate in Industrial Fundamentals (CIP 15.0612, Level 1b)

The Short-Term Certificate in Industrial Fundamentals prepares individuals to apply basic engineering principles and technical skills in support of industrial operations. The program provides foundational knowledge for entry-level employment in manufacturing, construction, and general industry settings. Instruction includes industrial processes, industrial planning procedures, human factors, computer applications, and basic electrical and industrial systems concepts. Students develop practical skills in problem solving, workplace safety, and the operation of tools and technologies commonly used in industrial environments. This certificate is designed to support workforce readiness while also serving as an introduction to further study in Industrial Systems Technology or Electrical Technology. The program may be available to dual enrollment students, providing early exposure to industrial and technical career pathways. The proposed delivery format is 100% in-person. This certificate requires 18 credit hours.

WALLACE STATE COMMUNITY COLLEGE -- DOTHAN (WSD)

Short-Term Certificate in Millwright Technician (CIP 47.0303, Level 1b)

The Short-Term Certificate in Millwright Technician prepares individuals to apply technical knowledge and skills to install, repair, and maintain industrial machinery and equipment used in manufacturing and production environments. The program provides foundational training in the maintenance of systems such as pumps, motors, conveyor systems, and other mechanical and industrial equipment. Instruction includes equipment safety, mechanical systems, industrial tools and fasteners, basic power transmission, alignment principles, and preventive and predictive maintenance practices. Students develop the skills necessary to support the operation, inspection, and repair of machinery in industrial settings. This certificate is designed to support entry-level employment in industrial maintenance and millwright technician roles. It also serves as a stackable credential that supports continued study and progression within Industrial Systems Technology and related programs. The proposed delivery format is 100% in-person. This certificate requires 21 credit hours.

WALLACE STATE COMMUNITY COLLEGE -- HANCEVILLE (WSH)

Short-Term Certificate in Baking and Pastry (CIP 12.0501, Level 1b)

The Short-Term Certificate in Baking and Pastry prepares individuals for employment as professional bakers and pastry specialists in restaurants, bakeries, and other commercial food service establishments. The program provides comprehensive instruction in bread and pastry production, including preparation, handling, storage, and presentation. Instruction includes bread making, pastry and cake production, decorating techniques, confections, plated desserts, baking operations, product packaging, and customer service. Students develop technical skills in food safety, cost control, and production management while gaining hands-on experience in a commercial kitchen environment. This certificate emphasizes practical training and workforce readiness, preparing students for entry-level positions in the baking and pastry industry while supporting continued advancement in culinary arts and related fields. The proposed delivery format is 100% in-person. This certificate requires 19 credit hours.

INFORMATION ITEM: B-2 — 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.

Institution	*Nomenclature*	*Program Title*	*CIP*
Alabama State University	BS	~~Parks and Recreation Management~~ Recreation Therapy	~~31.0301~~ 51.2309
Auburn University	BS	~~Special Education, Other~~ Special Education	13.1099
Auburn University	MSN	~~Nursing~~ Family Nurse Practitioner	51.3801
University of Alabama	MA	Advertising & Public Relations	~~09.0903~~ 09.0900
University of Alabama	~~BSEd~~ BME	Music Education	13.1312
University of Alabama	MS	~~Operations Management~~ Supply Chain Analytics	52.1301
University of West Alabama	MS	~~Adult and Continuing Education and Teaching~~ Professional Studies	~~13.1201~~ 30.0000
Lurleen B. Wallace Community College	AAS	~~Office Administration~~ Medical Office Administration	~~52.0401~~ 51.0710

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.

UNIVERSITIES

- **University of North Alabama,** BA/BS in Sustainability (CIP 30.3301) – Deletion Requested
- **University of North Alabama**, BS in Instructional Technology and Design (CIP 13.0501) - Deletion Requested

TWO-YEAR INSTITUTIONS

- **Bevill State Community College**, AAS in Industrial Mechanical Maintenance (CIP 47.0303) – Deletion Requested
- **Lurleen B. Wallace Community College**, AAS in Computer Science (CIP 11.0101) – 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.

Institution	*Program Level*	*Program Title*	*CIP*
The University of Alabama	Post-Baccalaureate	Digital Communication	~~09.0903~~ 09.0900
University of Alabama at Birmingham	Post-Baccalaureate	~~eSports Organization and Management~~ eSports Performance Management and Coaching	~~31.0504~~ 31.0599
University of Alabama at Birmingham	STC	~~eSports Performance and Coaching~~ eSports Performance Management and Coaching	31.0599
University of Alabama at Birmingham	Post-Baccalaureate	~~Low Vision Rehabilitation~~ Vision Rehabilitation	51.2399
Lurleen B. Wallace Community College	STC	~~Office Administration~~ Medical Office Administration	~~52.0401~~ 51.0710

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.

- **Lurleen B. Wallace Community College**, STC in Computer Science (CIP 11.0101) – Deletion Requested
- **Lurleen B. Wallace Community College**, STC in Computer User Support Specialist (CIP 11.0101) – Deletion Requested

INFORMATION ITEM: B-3 — 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.

Auburn University

1. Addition of a Non-Certification Option within the EdS in Agricultural Education, Leadership, and Communications (CIP 01.0801)

Troy University

1. Addition of the following Options within the PhD in Sport Management and Administration (CIP 31.0504)
    a. Business Management
    b. College Athletics
    c. Faculty-approved specialization
    d. Sport Marketing

2. Addition of an Option in Digital Marketing within the BSBA in Business Administration Management (CIP 52.0201)

The University of Alabama

1. Addition of the following Concentrations within the existing BME in Music Education (CIP 13.1312)
    a. Instrumental Music
    b. Vocal/Choral Music

2. Addition of the following Concentrations within the existing MS in Rural Community Health (CIP 51.2208)
    a. Rural Dental Scholars
    b. Rural Occupational Therapy Scholars
    c. Rural Physical Therapy Scholars

3. Addition of a Concentration in Italian within the existing MA in Romance Languages (CIP 16.0900)

University of Alabama in Huntsville

1. Addition of a Concentration in Leadership, Advocacy, and Care within the existing BS in Child, Family, and Community Development (CIP 19.0707)

2. Addition of the following Concentrations within the existing BA in English (CIP 23.0101)
    a. Creative Writing
    b. Literary Studies
    c. Technical and Professional Communications

3. Addition of a Concentration in Cloud Solutions within the existing BSBA in Information Systems (CIP 52.1201)

University of North Alabama

1. Addition of the following Concentrations within the existing BS in Exercise Science (CIP 31.0505)
    a. Fitness Management
    b. Health Promotion

University of South Alabama

1. Addition of the following Concentrations within the existing MS in Environmental Sciences (CIP 03.0104)
    a. Environmental Sciences
    b. Environmental Informatics
    c. Environmental Policy

2. Addition of a Concentration in Business Analytics and Artificial Intelligence within the existing BSBA in Marketing (CIP 52.1401)

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 ACHE staff has received notification, but they should not begin delivering the updated curriculum until the change has been presented as an Information Item.

NONE

b. Additions of Long Certificates to Associate Pathways

This type of curricular modification typically applies to two-year institutions only. The following college(s) have notified the Commission that they intend to add a long certificate (CER) to their program inventory at IPEDS Level 2 and that a new program proposal is not required since the CER is considered a component of an existing associate degree.

Trenholm State Community College

1. Addition of a Long Certificate (IPEDS Level 2) in Automotive Technology – Ford TRAC to the existing AAS/CER in Automotive Technology (CIP 15.0803)

INFORMATION ITEM: B-4 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

NONE

B. Changes to Minor Units of Instruction

- **The University of Alabama**, Change in the name of the Department of Mathematics to the Department of Mathematical Sciences within the Barefield College of Arts and Sciences

- **The University of Alabama,** Reorganization of the Department of Music Education within the College of Education to close the department and relocate the Music Education program to the School of Music within the Barefield College of Arts and Sciences

C. Changes to Non-Instructional Academic Units

- **The University of Alabama**, Reclassification of the following Academic Units:
    a. Digital Media Center reclassified as a Unit of Administration
    b. Education Policy Center reclassified as a Unit of Public Service
    c. English Language Institute reclassified as a Unit of Administration
    d. Human Resources Institute reclassified as a Unit of Public Service
    e. Regional In-Service Education Center reclassified as a Non-Academic Unit
    f. Speech and Hearing Center reclassified as a Unit of Public Service
    g. University of Alabama Public Television and Radio reclassified as a Unit of Public Service
    h. CLE Alabama reclassified as a Non-Academic Unit

- **University of Alabama in Huntsville**, Reclassification of the following Academic Units:
    a. Enhanced Teaching and Learning Center reclassified as a Unit of Administration
    b. Humanities Center reclassified as a Unit of Public Service
    c. Early Learning Center reclassified as a Non-Academic Unit

- **University of Alabama in Huntsville,** Closure of the Center for Management of Science and Technology

INFORMATION ITEM: B-5 — Implementation of Distance Education Programs

Staff Presenter: Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation: For information only.

Background: According to Alabama Administrative Code §300-2-1-.10 ("Distance Education"), academic programs approved by the Commission do not require additional approval to be configured and offered as distance education programs. However, institutions preparing to offer existing programs through a fully online modality must report this intent to the Commission prior to implementation.

In compliance with the Commission's policy on distance education, the institutions have reported plans to offer 100% of program coursework through distance education for the following programs:

Auburn University

- MS in Polymer & Fiber Engineering (CIP 14.3201)
- MS/MEd in Counselor Education (CIP 13.1101)

Troy University

- BAEd/BSEd in Elementary Education (CIP 13.1202)
- BAEd/BSEd in Secondary Education (CIP 13.1205)
- BAEd/BSEd in Early Childhood Education (CIP 13.1210)

The University of Alabama

- MS in Artificial Intelligence (CIP 11.0102)
- PhD in Computer Science (CIP 11.0701)
- Post-Baccalaureate Certificate in Book Arts (CIP 50.0799)

University of West Alabama

- MS in Professional Studies (CIP 30.0000)

Chattahoochee Valley Community College

- AAS in Computer Science (CIP 11.0101)
- STC in Cybersecurity (CIP 11.0101)
- AAS in Business (CIP 52.0201)

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.